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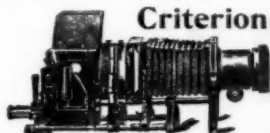
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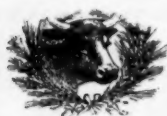
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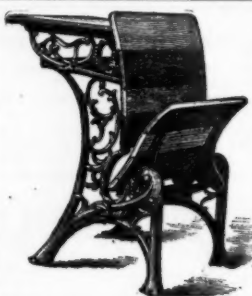
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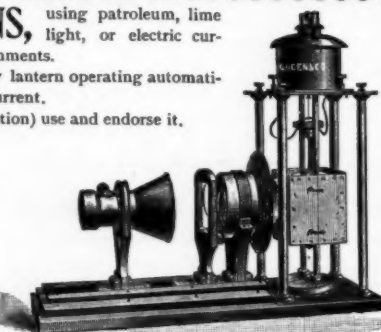
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLVIII.

For the Week Ending June 9

No. 23

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The business department of THE JOURNAL is on page 622.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

A clergyman who has preached many a sermon in behalf of a more rational education asked lately, "Is not the New Education generally acknowledged now?" It was as though the winning of one battle for the New Education settled everything. He was referred to the battles of the English for constitutional government; what the barons gained of John was but a beginning; the struggle with King Charles was not enough, nor the glorious revolution of 1688. The numerous steps taken in this country since 1776 show there is an onward march of events. No matter what light teaching has gained more light is needed. Every thoughtful teacher will admit he sees but through a glass darkly. We are now under the influence of a tidal wave we may call the New Education, for there are new thoughts and new methods. But in twenty-five years perhaps all this will come up for recasting. Some man will be born who will have an inspiration concerning education that will enable the teachers to see deeper; their methods will follow that insight.

Among the mottoes on the wall of a class-room recently visited, was seen the following Herbartian sentence: *Tediousness is the sin of instruction.* To the question, "How does that concern your scholars?" the teacher replied, "Oh, I keep that there as a reminder for myself. As I straighten up after dismissing, I am very likely to glance about the room and catch sight of that motto. It admonishes me to prepare a bright program for the next day. My tedious days are those for which I have made no special preparation, and I count most of them worse than failures." Here is a hint for the teacher who wonders why the days drag, and why her pupils do not love school. It is not the pupil, but the teacher who should study the lessons for the next day.

The solidarity of the human race is an idea that should be gradually taught the children. Any definite attempt to drill it in or implant it by strained attempts at suggestion will defeat itself as such efforts (the first in formal education, the second in faddism) have always defeated themselves. The art of building into the mind fundamental truths lies in seizing opportunities. One truth is learned incidentally in studying another, and all truths are learned in relation to facts, properly studied. A famine in India, an earthquake in South America, an unusual crop of wheat in Argentina, a destructive tidal wave, an important canal or railroad newly constructed or contracted for—such matters as these, from the news of the day and the facts of history, studied in relation

to the number of persons affected, including the thread-like influences that reach out from them through all society, insensibly teach our oneness and prepare for the study of sociology, to which every intelligent citizen must devote himself.

The Cook County normal school never struck a brighter idea for extending and increasing its influence than in the plan recently adopted of publishing in leaflet form, the B. B. digests, by and for the pupils, of the work in science and literature. The leaflets presenting each month's work, are placed together in a dated envelope and sold for twenty-five cents. Teachers, by sending for these envelopes, can not only inform themselves regarding the nature of the regular class work in the practice school, but get the clearest hints toward pursuing a similar course of lessons in any given line in their own schools. We reviewed this work some time ago and have since given several examples of it. We sample it again in this number of THE JOURNAL and shall continue to remind our readers, from time to time, of the mine of useful material thus made so easily accessible. The credit, "*C. C. N. S. Envelope*" will be used.

The inevitable tendency among uninspired teachers is to set lines of work. A thing of life springs up in some sunny class-room. The enjoyment in the children's faces, their talking of it after school, and, above all, the success of the method, win it attention. Imitators think they have caught the idea (like the teacher who had spent a week in Quincy and went home "to introduce the Quincy methods in her school") and transplant it to their class-rooms. But, as a rule, they get so little of the idea that it soon dies out. The form was distinctly seen and that remains. They find they can get this into compacter shape, and a drill schedule, quite empty of soul, frequently results. How long will it take the body of teachers to learn that it is the spirit, not the letter, that teacheth? And how long will it take the parents of our children to learn that teaching is the queen of all the arts and essentially a work of inspiration?

What a learner discovers by mental exertion is better known than what is told him.—*Spencer.*

If your head always directs your pupil's hands, his own head will become useless to him.—*Rousseau.*

The exercise of the child's own powers, stimulated but not superseded by the teacher's interference, ends both in the acquisition of knowledge and in the invigoration of the powers for further acquisition.—*Joseph Payne.*

Doing is the best way to gain clear thoughts, and the surest way to fix them in mind.—*Hughes.*

## Reading, the Central Point of Class-Work.

By "BEE."

The Herbartian theory of concentration in studies, as an economy in time and force of both teacher and pupil, marks an advance in educational practice. Many earnest educators have the conviction that the old-fashioned method of teaching every topic as an isolated theme, is opposed to modern theory, and should give way to some system which shall seek to unify subjects of study. The faculty of observation should, unquestionably, be trained unceasingly; sense-impressions gained by observation should be deepened by their expression in modeling, drawing, and language. The faculty of observation and its expression in language can best be trained by daily and thorough attention to the reading-lesson, as a means of thought-getting.

In primary classes, the principle of thought-getting is recognized from the start, and the primary reader of modern date assists the apprehension of thought by use of copious illustrations. In advanced classes as well, the pupil must get the picture before he can voice the thought; in other words, he must learn "to extract the thought from its verbal husk."

Much of the difficulty in solving mathematical problems arises from the fact, that children are unable to "read" the problem so that a forcible picture of related quantities is presented to them. This is especially true, when the ordinary language of the problem must be expressed in algebraic symbols.

The analytical niceties of grammar oftener depend upon the capacity to read thoughtfully, than upon a knowledge of grammatical rules. Pupils fail frequently in analysis of a sentence, not because of inability to apply the proper rule, but from the fact that they have not sufficiently grasped the thought to see the relation of words. Grammar may be construed to mean not only the structure of a language, but also its literature, therefore, grammar should go hand-in-hand with literature in a frequent drill upon the structure of good literature.

The Humanistic schools made literature the central point of their teaching; but, it was the parsing—constructing and translation of empty forms of speech that absorbed their attention. The Realistic schools, while still keeping literature the focus of school-work, considered rather the thought and style of the classics;—thence proceeding to the grammar. Comenius introduced the idea of first getting clearly the author's drift, after which the grammar was to be abstracted by pupils' individual effort.

The reading-lesson affords best opportunity for learning spelling—in the way it should be learned—through the eye. A more extensive course of reading, bringing the eye into more frequent contact with word-forms, argues greater accuracy in spelling.

The studies of both history and geography may be aided by emphasizing geographical and historical allusions in the reading lesson. As geography is the basis of history, so literature is a powerful auxiliary. A recent issue of THE SCHOOL JOURNAL contained a list of reading for the history class,—which is admirably distributed over the periods of Discovery, Colonization, Revolutionary War, Constitution and Historical Events, thirty-seven titles in all. Valuable instruction in Natural history, ethics, mythology, etc., may be made incidental to the reading lesson. Here, the teacher can but have time to imitate the example of Jacotot, and start a subject as a quarry for the class to hunt down. A single line of "The Waterfowl,"

"On the chafed ocean side,"

led a class to discuss—the erosive properties of water—change in coast-lines, formation of land by alluvial deposit; elicited knowledge of fact that the mouth of the Mississippi was once at St. Louis, and invited consideration of the meaning of the lines from Byron:

"Thy shores were empires; where are they?"

Thy waters wasted them when they were free  
And many a tyrant since."

Another line from same poem (Waterfowl),

"At that far height, the cold, thin atmosphere,"

brought up as topics for discussion and research—the height of the atmosphere; its density and rarity—the weight of air—the construction of the barometer; its use in determining height of mountains—ascension in balloons; effect upon people, force of compressed air as a motor, pneumatic tubes for post-offices, etc., etc.

Pupils often acquire such confused ideas of the language of their text-books, that they are unable to reproduce memorized lessons. The trouble is not, that they have learned and have forgotten, as they will always insist; but, because they have attempted to learn without clear concepts gained by careful thought-reading, and, to quote from Herbart, "forms of speech, bereft of spirit, are laid up as corpses in the caverns of memory."

Reading should lead to a thirst for knowledge, and also to an appreciation of the beauty of thought. Hence, in advanced classes, attention should be given to figures of speech, and other rhetorical effects, to induce greater facility in use of language, to sharpen the intellect or elevate the taste.

While reading is valuable as leading to general literature, yet one is not always obliged to understand all that he reads; for, there is much "profit and pleasure in books, which we never comprehend until experience unlocks the meaning"—an argument for placing "gems of thought" in literature before very young minds.

Failures in mature life often occur because habits of sound reasoning were not established in youth. The reading habit, properly guided, leads to correct methods of thought. Without recorded experiences of others, one's every effort would be experimental, but by means of books, all human thought may be concentrated.

If it be granted, that reading is the key to all the doors of learning; that it trains in methods of correct thinking; that it influences conversation in the attainment of an enlarged vocabulary; that it leads to general literature as a source of unfailing pleasure—then it seems eminently proper that the reading lesson should be made the central point of class work.

## The Individual in Mass Education.

[CONCLUDED.]

3. *The ideal school calls for the abolition of class recitation and the substitution of the period for continuous advance work.* The class recitation is too expensive. It is full of dead time, of passivity, of lethargy; while every exercise of the school-room should be full of vigor, of activity, of progress. I admit there are several good elements in the class recitation, but there is not a single one that may not characterize the individual exercise. The class recitation has a value to the one who is active in the recitation and possibly to a few others, but what of the great body of the class who yawn and stretch themselves and inwardly pray for the ringing of the bell that is to bring them relief. If the pupil has been called upon, he knows his chances of escape are good until others have had their turn. If the class is large and he has recited to-day the pupil knows he need not prepare so well for to-morrow. Can any one claim that the highest educative value can come from such passive conditions and desultory habits of study? The surprising statements have been made that the individual plan of work contains no recitation and no examination. Far indeed from the truth is such a statement. The individual plan contains everything that is of value in the class recitation and a great deal more. In the class recitation the progress is regulated by the average of ability; the bright pupils are reduced to mediocrity, while the slow ones are plunged into difficulties they do not understand. The pupil recites upon assignment and recites only a fragment of the lesson. Having exercised for possibly five minutes, he retires from activity during

the remaining seven-eighths of the recitation period. In examination he qualifies only upon selected parts. How different is the case by the individual plan! The pupil progresses according to his own ability. What somebody else can do, or cannot do, in no way affects his study. Instead of reciting only a fragment, for instance in his Cæsar, he actually recites and qualifies upon every word of a given lesson. He also receives advantage of every step of the grammatical and other collateral drill. His examination is in the same thorough manner. More than that, the work is absolutely his own. The performance of a given lesson not being simultaneous and being entirely confined to the working room, there is no chance for help; and consequently the work is more thoroughly done in its every element. While he is reciting no other pupils are disturbed in their continuous work of activity and accomplishment; and when his recitation is over he continues his vigorous work. Can any one say that this is not better?

But, says one, and perhaps many, if the pupils work as individuals, recite as individuals, and are examined as individuals, how will the teacher be able to do so much work? This is a fair question. To the person inexperienced in the plan it would seem that the work cannot be done, and certainly it cannot be done without adjustment on the part of the teacher. But upon actual trial and upon actual experience it will be found it can be done, just as easily as by any other plan. However the work calls for the strong, capable, and active teacher; the teacher of thorough training and general preparation, qualified upon emergency to do efficient work upon any line of a given text; the teacher who centers his strength upon the immediate work of the day and does not waste her vital energy upon evening manuscript and in checking up records after the work is dead.

Again the class recitation gathers into its insatiable maw all there is of time. How often do we hear the cry, "How shall we find time?" With the introduction of elementary science, physical culture, industrial education, music, drawing, etc., etc., etc., the intervals between recitations have been so crowded to the wall that there is nothing left. How can we increase the subjects of study without increasing the time? Now then let me state a fair proposition: If a plan can be presented that, upon fair trial, is found to provide for all these important branches of study, in addition to its other advantages, and yet to actually decrease the time, I want to ask in all fairness, does not that plan possess elements commending it to favorable consideration.

But, says another, we must have the class recitation for the sake of class enthusiasm and inspiration. This argument is entirely on the other side. Is anything so deadening to the enthusiasm of a qualified pupil as to come thoroughly prepared to the class, sit through the lethargy of its long progress and then be told he must take the same lesson over again, all because of some other person's fault? Or how much enthusiasm do you think there is to the pupil at the other end of the class who is carried forward to flounder in difficulties he does not understand? On the other hand think of the possibilities in inspiration to the individual pupil who goes on and on from achievement to achievement, whose enthusiasm glows at the thought of conscious progress and at the opportunity for continuous daily promotion. There is no comparison between the methods on the strength of this argument.

4. *The ideal school calls for the conduct of work by subjects and not by text.* The circles of study for the various rooms (grades you might say) must be concentric. Each enlarging circle must present the same subject but with more detail. In this way the pupil of more-rapidly growing power can pass from room to room without supernatural exertion; there is no transition difficulty; the pupil has already by anticipation had the elements of his new work. Promotion at any hour is just as easy as at the end of the year.

5. *There must be no motive presented excepting pure love arising from the work itself, the desire to grow strong and to do work because it is right.* This will make the true

student, the capable student, and the continuous student.

Now what will be the results obtaining in the ideal school?

1. Better health to the pupils because the work is natural and normal.

2. Better habits of thought.

3. The independent and self-reliant worker.

4. The brightening of the entire horizon of school-room life.

5. More enthusiasm in and inspiration for the work.

6. Absolute provision for every individual. There will be no discouraged pupils and consequently less loss of those who otherwise fall by the wayside.

7. Recognition of the fact that there is more of a young person's life than that belonging to the school.

8. The adequate provision for desired enrichment of courses of study.

9. More work done. The actual accomplishment of work will be more than that of the usual plan. More than that, the work will be better done; for it will be the pupil's own, with no defective places because of absence, or the qualification of others.

10. The entire product of the school will be the person of individuality, personality, and originality; the worker of better purpose; and the Creator gifted with power.

Now I do not mean to say that the ideal school will come in a day, or arise independent of existing conditions; nor that it will be the product of any one thing; but I do mean to say that perfect provision may be made for the individual, even in the public school; and that it can be done, for it has been done.

## Where Does the Teacher Stand?

Mankind as it exists in communities, may be divided into two great classes—those that exist for themselves and those that exist for others. As our civilization has advanced, the latter class is steadily increasing; it is the distinguishing element of a Christian civilization that no man whatever is to live for himself alone. That community is ranked high in the scale where no one is overlooked; where each one gives some thought to the welfare of another. And in that community those rank the highest who are most devoted to the well-being of others. The individuals of that community might be arranged on a scale, a sort of *Spiritual thermometer* might be constructed, and a measure of each man be made according to the standard set up by the Galilean eighteen centuries ago: *Whatsoever ye have done for others denotes your rank.*

When Pestalozzi set out on his enterprise at Stanz, gathering about him the score of children made orphans by the horrors of war, he thought only of doing good to them. But he was an educational genius and while carrying on his benevolent ideas made a remarkable discovery that as he said "turned the car of education round." When Horace Mann set out to rescue the common schools of Massachusetts from the degradation in which they were plunged by the ignorance and neglect of the people, it was with a humanitarian heart and not with philosophic opinions. When David P. Page undertook the great work of lifting the teachers of New York above the hard mechanical ways they called *teaching* he appealed to them on the side of their sympathies; he pictured out the probability that the uneducated would fall into degradation, misery, and crime. No man ever pleaded the cause of childhood more eloquently than he; it was as champions of the children that his early graduates went forth; like knights of old they were willing to lay down their lives, if need be.

Is it not true that those who would do the highest work as teachers, must do it sacredly? Is it not true that the teacher ranks in proportion to the effort he makes for the good of his pupils? This brings us around to the point that character is not the only end the teacher must seek—but he must rank high when that is made the object.

## Position of Pupils.

The use of the blackboard has now become very common, but it is used erroneously in many cases. One of the common misuses is in the position the pupil takes when reciting or explaining. Not long since a pupil had put a long solution of an algebraic problem in small characters on the blackboard, and was asked to explain it; he picked up a clumsy stick two feet long, two inches wide, and an inch thick covered with chalk dust, placed himself directly in front of the blackboard with his back to the class, and in a low voice went through with his solution.



Here were four great errors: (1) the small characters; (2) the stick used; (3) the position of the pupil; (4) the tone of voice; leaving out all but the second, let us consider that. In the first place, the "explanation" is in itself of little consequence; the mode of doing it is everything. He must consider his audience of importance; like the orator, to him they must stand first; he must think of them, and plan for their pleasure. This will lead him

to place the work on the board in neat and legible characters; to take a graceful position before the class, and speak so they can hear him with ease.

1. The pupil (having a neat stick about three feet long in his hand) should stand (a) on one side of his work; (b) facing the class; (c) looking them squarely in the eye; (a) self-possessed, and (e) expectant of attention.

2. Where the word "Proceed" comes from the teacher, he should (f) raise his stick (hold in the right hand, if he is at the class's right side of the work, hold in the left if he is at the class's left side of the work); (g) address the class, and (h) look as little to the work as he can; (i) keeping his eye on the class, occasionally turning to the teacher.

All of these points should be made the subject of drill; it will be proper to spend considerable time in drilling, marching pupils up to blackboard, criticising their positions, allowing them to begin the explanation, and then exercising them so that every member of the class can be practiced on taking and maintaining the right position at the blackboard.

These nine points should be in the teacher's mind; he should give attention to them until the habit of properly standing before a class with pointer in hand is acquired.

A class in geometry was in process of reciting when it was visited. A young lady was standing at the blackboard and pointing with her finger to lines and angles; but little could be seen, as she necessarily stood close to the blackboard. The teacher took her recitation to be correct, but the visitor asked that the demonstration be repeated with his cane for a pointer, as he expected it was erroneous. The young lady afterwards said: "We used to pass off a good many poor lessons by standing close to the blackboard." This is one argument; but there are two others.

A class was visited in a high school in Toledo many years ago that made a strong impression, and will last for many years to come. The work was in geometry; the figures had been drawn beforehand; a young lady stood at the board, her graceful attitude, her throwing herself into the demonstration, like an orator, made one feel that the æsthetic and artistic may have a place in the school-room.

It was a pose an artist would have been delighted to copy. To the cultivated eye of the teacher there is much that is enjoyable in the rightly managed demonstrations and explanations at the blackboard.

The third point is that the pupil in properly conducted demonstrations is led to consider wholly the pleasure of the class; he must perform an unselfish act.

It forces him to be polite; he is practiced in politeness. His eye must turn from one to another, aiming to make matters pleasant and plain to all.

The pointers should have holes in the handles, and after using should be hung up. When laid in the dusty, grimy chalk-trough they are repulsive to a pupil who likes clean hands. It is a lesson in neatness that should be given every day—the hanging up of the pointer after using.

All of these are parts of one thing—a right, elegant, pleasing way of performing the act of reciting from the blackboard.

## Freedom or Salary—Which?

By E. E. K.

A bright cotemporary says: "In smaller cities the pay of both superintendents and teachers is less than in the larger, and yet the teaching, according to Dr. Rice, is better. It cannot be that the less the reward the better the instruction; and if that is not the reason, what is?"

The reason is plain. Ambition is the ruling force in cities. It is the force that impels toward cities. It is the force that condenses living and doing in cities into the most "practical" and the narrowest limits of time and space. It is the force by which men "succeed" and become the organizers of schools. It is the force by which they organize schools, with a view to quick and showy "results." It is the strongest force they can appeal to in their subordinates.

In the hurry of building up our American civilization, we have not learned how to turn this essentially egoistic motive power of the individual to effective use in the uplifting of others. City systems of education must develop art and even artifice in this direction. So far, the agency of salary has added itself to the literary advantages of city life in drawing away from town schools some of their shining talent. But the enthusiasm of the artist and the humanitarian that made and distinguished the village teacher suffers asphyxia soon after that teacher enters the closely organized city system.

Suffocation is nowhere more characteristic of a metropolis than in its school system, and nowhere does it more oppress the moral and spiritual in human nature. The gifted teacher begins to breathe asthmatically almost as soon as he enters it. The pushing and crowding of swarms of children into a class-room with narrow aisles and no room for a number table is but typical of the crowding of cogs in the grinding and groaning of the great machine.

A district school-teacher is practically alone with his flock and their mutual pasture. The city teacher is elbowed on every hand. The nervous sense of "so much to be done," the hopeless distance from Mother Nature's field helps, the sharing of cramped playgrounds with other teachers and classes, the sacrificing of fresh and present interest to the bell announcing assembly time or the tick of the clock which dictates a change of occupation as per program, the sacrificing of his own ideals of education to the official scheme and to official criticism—no genius can live and work thus hampered. Plans are soon forsaken, routine accepted, and salary taken as solace for lost freedom and inspiration.

It is an actual case that is under description, the type of many. Another occurs to the writer—a stirring and able school principal who transferred his hopes and his activities from a smaller to a larger city. At first, he was like a fresh breeze coming into that corner of the system where fate lodged him. Indeed, the breeze was felt throughout, and he was pronounced the most helpful of all the assistants at teachers' meetings, etc. He gave himself gladly and effectively to what he found to do.

But the weight of the system and the grind of its wheels conquered him. To-day his enthusiasm is al-

most forgotten and his influence restricted to a very small bearing. With a family to do one's best by, salary is, after all, the chief thing, and that he has in satisfactory proportion.

Salary and social position as incentives have been far from the thought of the teachers who have made educational history, and such incentives must retard even the following on by those of feeble aspiration. The strong and original teacher from the town school, sees his work deteriorate in the city, while his salary advances.

## Attention.

By ELLA M. POWERS.

Attention is a concentration of consciousness. It seems to be the general law of mind that the fewer the objects within the sphere of consciousness the more energy is given to each, and that the more objects under consideration the less consciousness each receives.

Therefore, present one thing at a time to children. If attention is to be called to one object, clear the table of all other objects not to be considered or cover the useless objects so that attention may be riveted to that particular one which is the subject under discussion.

Not long ago Miss King wished to call the attention of a class to a specimen of gold. She took the cover from a box, poured the specimens out upon the table, selected the gold and began talking. One or two pupils who stood before her were listening to what she was saying; the majority of pupils were gazing at "that pretty red stone" or that "funny piece of green." How easy it would have been for Miss King to have replaced the specimens, put the cover on the box, and then called the attention of the class to the one specimen of gold.

Again, in regard to the subject of attention, the greater the number of *senses* appealed to the more retentive the memory will be. Then comes the question: "How many objects can the mind give attention to at one time? Stewart says "One." Hamilton maintains more. A later theory is that if all the senses be directed to one object that object is remembered longer than many objects which appeal to but two senses. If an apple be the object lesson let the children see, hear, smell, feel, and, yes, *taste* it. They will then know of what they write when they say, "The apple is good to eat."

What are the different kinds of attention?

*Involuntary or objective.*—We are compelled to give attention to a brilliant flash of lightning or to the heavy roll of thunder. In a young child the amount of attention is usually determined by the attractiveness of the object. Hence pictures tinted or colored are more attractive to the children. As intelligence advances the attention comes more under the control of the will, but still the pupils have little power to keep their minds upon the subject. Send them upon an errand and they will be attracted by all sorts of new and wonderful things on the way which will produce such vivid impressions that when they arrive at their destination they will wonder what they came for.

As they advance, their interest in special objects awakens in them a desire to know more. This stimulated desire impels and excites the will. Again, we learn that *interest* in an object is the main road to attention. Interest the pupils no matter whether they be young or old.

The school-boy's "I forgot" always means "I wasn't interested and did not attend." Nine times out of ten his memory may be all right, but his attention all wrong.

A class personifying listless inactivity too often is before the teacher. Possibly the lesson has been too long. A long, wearisome task is a punishment and not a benefit. It encourages discouragement, mind-wandering, and a distaste for work. Also every pupil inwardly has a desire to "never hear another word about that lesson."

There never was a child who did not like to tell what

he *knew*. Impress even one fact upon a stupid boy and that boy is always proud to answer that question. Give him the chance, and before his interest dies out impress a *second* fact upon his mind. The secret of securing attention is to tell something at just the right instant. To know just the right instant is to be a successful teacher. The true teacher knows just the moment when the child's mind is receptive.

## Notes from a Summer School.

If there was one thing more than another that impressed me during my season at the Martha's Vineyard Summer Institute, it was the wonderful unanimity of educational principle pervading the teachings of its leaders. My note-book yields the following jottings in this connection:

"Teaching," said Professor Greenough, in the psychology class, "is occasioning mental activity that results in knowledge, in method, and in power;" and, as though with one consent the other leading teachers had adopted this definition, they proceeded to make their teaching true to it—except that, as a rule, they reversed the order of results, placing power first and facts last. "Work from within" seemed to be the motto of the school.

"Fill your horizon with your thought!" exclaimed Doctor Emerson to his class of readers, and when he wanted them to read about a tidal wave, he actually tried to make them believe one was coming.

Defending the power of two objectionable characters in the renaissance of education, Mr. MacAlister said: "If ever again convention falls upon us, and the spirit ceases to act, another great reaction, with such destructives as Rabelais and Rousseau, will be needed to break our chains."

"It takes a great deal of soul kindling to light the flame of genius," said Professor Dorchester, in his English literature class, the inference being that *some* soul kindling is necessary to any mental action.

"The best way of learning history is to read biography," said Doctor Mowry, and kindled the souls of his pupils by bringing the great heroes of history into their presence.

"The soul and mind must always be the creator and executor in musical performance," says Prof. G. H. Howard, in charge of the music department. Professor Howard teaches music, even to young children, through musical conception.

Prof. F. H. Bailey, and Mr. James Jenkins, teach their respective subjects, astronomy and geometry, through the zest of original research and demonstration on the part of their pupils.

In Miss Drury's microscopy room, pupils were found making their own slides for the study of subjects of their own selection; and everywhere throughout the academic departments, nature's principles were obeyed and nature's laws followed.

What a pity it is that teachers do not more generally avail themselves of the privilege and inspiration of a good summer school! It would enhance rather than impair their vacation rest.

PRIMARY.

Learning is self-teaching.—Payne.

Activity is the law of the child's being.—Anon.

As the mind acquires strength only by exertion of its own power, it must not be relieved from hard and independent labor by any attempt on the part of the teacher to take the burden of work upon himself.—F. W. Dickinson.

Truth that is received merely and committed to memory sticks to a man's organization like an artificial limb, a false tooth, a wax nose. But knowledge gained by one's own thinking resembles the natural limb; it alone belongs to us fully.—Schopenhauer.

# The School-Room.

## Language and Things.

### A Lesson on "The Waterfowl."

By "BEE."

*Aim of lesson.*—To make the reading lesson the central point of class-work, by correlating with it as many topics as possible. The use of the school encyclopedias is enjoined, and supplementary reading is encouraged.

*Preparation.*—to develop idea of metaphor and simile.

*Teacher.*—If you should look toward the east on a fair day, before sunrise, you would probably see various tints of rose and yellow. What would you be apt to say? "The sun is rising." Yes, that is what people say ordinarily, but the poet says, "Yonder comes the king of day, rejoicing in the East," is this ordinary language? "No."

When the street-lamps are being lighted, what do people say? "It is growing dark." "Night is coming on," etc. But the poet says, "Night drew her sable curtain close, and pinned it with a star." Is this language plain or figurative? "Figurative."

What comparison, do you think, was in the poet's mind, in the latter quotation? "He thought that the coming on of darkness and the appearance of the first star were like drawing a curtain and fastening it to exclude the light." Writers often make comparisons between objects which are not exactly alike, but which have some points of resemblance, and the figure used is called a *metaphor*. (Teacher writes name on blackboard.) Longfellow's poems are full of beautiful metaphors. Find some and bring them to me to-morrow.

We often use metaphors without knowing it, in common conversation. When we speak of a "glassy sea," or of a "brazen sky," or say that the "wind whistles," or the brook murmurs, "we are using metaphors."

*Presentation.*—The reading lesson of to-day is "The Waterfowl," you may turn to it.

At what time of day does the poet see the waterfowl? "At close of day." Why? "He says: 'While glow the heavens with the last steps of day.'" Is this language plain or figurative? "Figurative." What is the comparison? "He speaks of day going out, as if it were a person *stepping* along. What time of the year is it? "Spring—for the sixth verse reads—Soon shalt thou find a summer home." "I think the bird was seeking a nesting place—for the third verse reads—Seekst thou the plashy brink of reedy lake," etc.

What word was originally used by Bryant instead of *seen*, line seventh? "The foot-note says he first wrote *painted*." Why was *seen* substituted? "Bryant thought at first that the dark body of the bird seemed to be *painted* on the sky, but the idea of a *painted* bird floating along, seemed absurd and he changed the word."

Boys, if you turn to the —th page of class reader you will find that the selection "Waterfowl" there printed, must have been taken from Bryant's original manuscript, for instead of *seen* is the original word "limned," a word with which many of you are unfamiliar, but, what must it mean? "Sketched." "Painted."

Where do you think Bryant saw the waterfowl? "In Roslyn, that place is near the water." "That couldn't be, for Bryant was only about twenty-five when he wrote this poem, and he didn't buy Roslyn until late in life."

The first line reads, "*Whither, midst falling dew—does the dew fall?*" (Chorus of "Yes." "No.") "People always say the dew is falling. "But the dew is found on the underside of a leaf." "There is moisture on the pavements on one side of the street, often, when there is none on the opposite side." If I should place a pitcher of ice-water on that desk, what would soon collect on the outside of the pitcher? "Drops of water." Where does the water come from? "Through the pitcher." (Not an uncommon answer.) Do you think a pitcher is useful that lets water come *through* the sides? I haven't time for a long discussion—I would rather you would study the subject of "dew" outside of the class.

Several boys in turn read the second verse aloud; each one may emphasize what he considers the emphatic word, and give the reason for his choice. "I emphasized *eye* because the fowler uses his eye in order to see where to shoot." "I chose *mark* because he wants to notice where the bird is going to alight, so he can run and shoot it." "He might have a long chase." "I think *wrong* is emphatic because Bryant thinks it was wrong to shoot birds."

You have all given good reasons. Read the seventh verse silently. What information does it give? "The bird wasn't shot after all." Why not? "It was too far off." "I think *vainly* is the emphatic word" (excitedly). Because the bird, when the

fowler saw him, was so far off that it was in vain to mark him with his eye." I think you are right, you may read the verse and emphasize *vainly*.

What is meant by *chafed*, third verse? "Rubbed, or worn by rubbing." What is *chafed*? "The ocean side is worn by motion of the waves." What effect has that on country? "It makes the coast line indented." Have you seen rocks with holes worn through them by action of the water? (Boys relate experiences.) We call that the erosive power of water (erosive on blackboard).

What is often found at mouths of slow-moving rivers? "Deltas." What forms them? "Soil is brought down by the rivers." What state has been formed by the *alluvial deposits* (use of blackboard) of the Mississippi river? "Louisiana." Geologists say that the mouth of the Mississippi was once at St. Louis. (Look up the subject in the encyclopedia; your physical geography will give you information.) Byron says:

"Thy shores were empires—changed in all but thee.  
Rome, Greece, Assyria, Carthage—where are they?  
Thy waters wasted them when they were free,  
And many a tyrant since."

What does he mean? "That first the ocean wore away the land and destroyed it, and then tyrants conquered and despoiled it."

Where is air the colder; near the earth or above it? "The higher you go up, the colder it is."

Fred, remember that sentence, it illustrates the use of *the* as an adverb—the subject we were discussing in the grammar class. "I think the air ought to be warmer as we go nearer the sun." "The air near the earth is warmer than the air a good way above it." Boys, haven't you noticed that the heat on some summer days seems more unbearable than on others, even when the thermometer does not, perhaps, register so high? That is because a heavy moisture-laden atmosphere is like a blanket, and prevents the warm air about the earth from rising.

Bryant says, "thin atmosphere," explain. "The air is thinner as you go up higher." Illustrate. "People who ascend in balloons find this to be true, and sometimes blood gushes from their ears and noses." Does any boy remember the pressure of air? You learned it in elementary science. "Fifteen pounds to the square inch; and, when people go to great heights the pressure on the outside of the body is reduced."

You may read the fourth and eighth verses, silently, and tell from them, in your own words, what lesson Bryant draws from the incident of the "Waterfowl." "He says that in the long way which he will tread alone, his steps will go aright." How old was Bryant when he wrote this poem? "Twenty-five." At what age did he die? "Eighty-four." Well, that was an unusually long pathway of life to tread. But what faith does he have? "He thinks that the Power which has such care for a waterfowl, will care even more for him."

While Harry is distributing papers for the spelling lesson from this poem, the boys whom I designate may take places at blackboard. Tom may write the first line of the poem, and scan it. The boys following may each take a different line in proper order. I expect to see the whole poem, with its scansion, written on the blackboard in a few moments.

Well, class, what is the poetic foot? "Iambic." What meter is found in both first and fourth lines of each verse? "Trimeter." In the second and third lines? "Pentameter." Why are first and fourth lines indented? "Because they have the same number of feet." More frequently the indented margin shows identity of sound. Willie is having a struggle with the twenty-fifth line, what is the matter? "There are more syllables in my line." Do you notice a poetical license in your line? "Yes: *thou art* is contracted to *thou'rt* to preserve the meter." There is a contraction in the ninth line for the same purpose. We are also allowed the slurring of the article *the* and also of some unaccented syllables, to keep the meter. So, if you put "*the abyss*" into one foot, your trouble will be over.

You all have shown so much intelligence in the discussion of the poem that it will be only a pleasure to bring in the grammatical analysis of the second and fifth verses.

Next week I shall ask you to write a composition on the "Waterfowl." I hope the boys who like to draw will have a scene, illustrating some portion of the poem as a head-piece or tail-piece to the composition—some kind of a water-bird, etc. The more ambitious may undertake a marine view. George, that was a very pretty picture that headed your composition for to-day.

Now we are ready for the spelling; try to have a correct picture of the word in your mind before you write it; that is the way to become accurate spellers.

✱  
"Work while you work, play while you play.—  
That is the way to be cheerful and gay!  
All that you do, do with your might;  
Things done by halves are never done right."

The women teachers of St. Paul, Minn., receive equal salaries with the men, another instance of the proverbial Western justice to and appreciation of women which the older civilization of the East is too conservative to follow.

## A Reading Lesson.

By ANGELINA W. WRAY.

In my own experience I have always found it both easy and pleasant to combine reading and language lessons. The latter, if skilfully taught, will be of absorbing interest and the reading gains infinitely in value.

A teacher who confines herself to any reader, however good, makes a great mistake. I have seen lessons conducted in this way very often. One in particular occurs to me just now. The teacher, seated at her desk in front of the class, had her book open before her. The children had a page to read. They had spent an hour in studying it. The lesson was about snow. There was snow on the ground outside of the school-house; the children had brought their sleds, and at recess only a few minutes before had been laughing and shouting in the wildest glee. Not a thought of that entered their minds as one after the other slowly rose and read in a dull monotone the story of Henry's sled. The reading lesson had evidently no connection with their good times. It was simply something to be droned through, with as little trouble as possible. Each one read the same words in the same tones until the whole class had read, the teacher looking up now and then to correct a word or say sharply, "Jimmy, I'll send you to your seat if you don't sit still." "Mary, I do wish you wouldn't wriggle around so; I'll keep you after school if you do it again." Then she closed the book, told them they had done wretchedly and sent them to their seats.

When school was over she said, wearily, "Did you ever see such dull pupils? They almost make me sick. I'd like to shake a little sense into them."

"But," I ventured to remark, "don't you think they would have read better if you had talked to them a little about the lesson first and made them feel as if it was about them, too?"

"Oh, dear, no!" she answered, carelessly, "they don't care for anything I say. I never did like to tell baby stories to children. They don't really like them. Stupid little things!"

I was a school girl at the time, but I remember vividly how I sympathized with the "stupid little things!" and wished she could be in their place for one afternoon. Since then I have taught that same reading lesson several times, though never in the same way. Once when the earth was white with the glory of the newly fallen snow and the flakes were still drifting from the dull clouds, I called the little ones to class and asked, What is covering the fields and streets to-day? "Snow," was the eager answer.

Look at the trees. What color are the trunks and the branches? "Gray," Nellie said. "There are little white heaps of snow on them, too," John added.

What color is the sky? "Gray." "But the snow is white." "The hill is white, too." "So are the tops of the fence-posts and the street and the roofs of the houses." "My cap was covered with snow at recess. It was white, then."

Yes. Now see if you can see the sun anywhere. "Oh, no the sun never shines when it is snowing." "It did once," said Tom, quickly. "The pond was covered with ice and snow and the sun peeped out at it and made it glitter." "There wasn't a rainbow was there?" asked Bertha. "No, but the sun made yellow edges along the clouds."

I am going to write a little story of to-day on the board, children. Are there any leaves on the trees now? "Oh, no!"

What do we call the trees when the leaves have fallen, John? "We call them leafless trees."

What are the trees to-day, Tessie? "Leafless."

What color are they, Margaret? "They are gray."

I have written all that on the board. Tell me all about it, Helen. "The leafless trees are gray to-day."

What are falling, Tom? "The snow-flakes."

What have I written, Lulu? "The flakes are falling."

What does the wind sound like? "Like a bird." "Like a fairy." "Like a voice." "Like a trumpet," and little Tim added timidly, "Like a drum."

Yes. It sounds like a voice, calling some one, doesn't it? Listen, children. The room grew very quiet. Outside the wind whistled and roared.

What a shrill voice the wind has, hasn't it? Do you hear it calling? Where does it blow. "Everywhere." "Over the trees." "Through the streets." "Among the branches."

Yes, the wind blows through all the streets and alleys. Now I have written that. Tell me about it, Mabel. Mabel read.

"Through all the alleys and the streets  
The wind's shrill voice is calling."

How does the wind call? Listen. "Loudly," Jennie said. "But it calls softly, too," said James.

It sounds as if it were lost, doesn't it?—lost in the snow. See how the snowflakes whirl round and round. They are dancing in the air. Can you see the light shimmer over them? There, against the window pane. "Yes, yes."

Read what I have written, Henry.

"Calling loudly, calling low,  
Lost in the whirling, shimmering snow."

Tell me all about to-day, Carrie.

"The leafless trees are gray to-day,  
The flakes of snow are falling.  
Through all the alleys and the streets  
The wind's shrill voice is calling;  
Calling loudly, calling low,  
Lost in the whirling, shimmering snow."

Mary, tell me in your own words what is written on the board. "The trees are gray and leafless. The snow is falling and the wind is blowing. It sounds like a voice calling through the snow. It calls loudly and then softly like a little child who is lost."

How many brought their sleds this morning I asked, after we had talked a little longer. "I did," "And I," in concert.

Why, almost all did! What fun you had at recess, didn't you? I saw you coasting down the long hill. We are going to read about a boy who had a sled like yours. Who was it, Lida? "Henry had a sled."

Who gave it to him, William, and what did he do with it? "His father gave it to him on Christmas morning, and he had great fun coasting."

What happened one day, Marion? "One cold winter day Henry took his little sister Minnie for a ride on his sled. The wind was blowing and the hill was covered with ice. There were other boys on the hill and a long line of sleds went flying down one after another. Henry tried to steer his sled straight, but he was a little boy and could not keep it with the others. It ran into a bank of snow and Minnie rolled off. Henry was afraid she was hurt, but she jumped up and laughed."

"What fun it is!" she said. "How cold the snow is! It felt very soft, didn't it, Henry?"

After the lesson had been read I let the children tell me the story in their own way. This is what one child said:

"Henry took his little sister for a ride on his sled. She was a very little girl so Henry was careful to take good care of her. When they were going down hill the sled ran into a snow bank. Henry helped Minnie up. 'Are you hurt, dear?' he asked. 'No, thank you,' Minnie said. 'I thought the snow felt very nice and soft. It is only fun to fall in a snowbank.'"

The children by that time could describe the winter day and tell the lesson story very nicely. I then let them take their seats and draw a picture of what they had just read. The drawings were, of course, not at all artistic, but they showed the children's conception of the lesson very clearly. One child drew a fence covered with snow and the side of a hill with the boys on sleds. Another drew the "smash-up," as he said, with Henry helping Minnie up. A bright little six-year-old had her slate covered with tiny dots. When I asked her what they were meant for she said, "A gray world with baby snowflakes everywhere." No two were alike, yet each emphasized some point in the lesson.

These are merely suggestions, but they may be of use to some teacher who has been feeling discouraged. I think you will find this way very pleasant. Let me advise a teacher to show no embarrassment before a class. Speak naturally and pleasantly and as if you were sure they would be interested. There are teachers who are too timid to be natural before the little ones, and the children are quick to see and take advantage of their weakness.

There are two other stanzas of the little poem which may be used on other days or at the same time:

From clouds that glimmer white with mist  
The tiny flakes are drifting.  
No gleam of gold or crimson light  
The sunset sky is rifling.  
Swiftly, slowly, low or high,  
Hither and thither the snowflakes fly.

Oh, wee, white flakes so pure and fair.  
The fields and hollows heaping,  
You fold the summer flowers to rest  
And watch them in their sleeping.  
Folding leaves and blossoms low  
Lazily drift the flakes of snow.

## Lack of Precedent.

A professor who used to teach the grandfathers of the present generation of students objected to the pronunciation of "woond" as if it was spelled "woond," and his students used to hunt for chances to make him explain his objections. One day he stopped a student who was reading to the class and said, "How do you pronounce that word?"

"Woond, sir."  
The professor looked ugly and replied: "I have never foond any ground for giving it that sound. Go on." —Argonaut.

## June Outline.

William Cullen Bryant.

By LIZZIE M. HADLEY.

(November 3, 1794—June 12, 1878.)

"'Twere pleasant that in flowering June,

The sexton's hand my grave to make,  
The rich, green mountain turfs should break."

### BRIEF OUTLINE OF HIS LIFE.

Born at Cummington, Mass., November 3, 1794.

Ancestry. On his mother's side a descendant of John Alden. Poetic tendency inherited from his father, Dr. Peter Bryant, a man of culture and a writer of Hudibrastic verse. Glimpses of his boyhood. Greatly loved and admired by his younger brothers. Scenery about Cummington. Influence of these surroundings. Love of nature; friendships with trees, flowers, and birds.

Objects and places which will always be associated with his name.

Early development of the poetic faculty.

Verse-making begun in his tenth year.

His first attempt, a paraphrase on the first chapter of Job, for which he received nine-pence from his grandfather. "The Embargo," a political satire, and "The Spanish Revolution," published in 1810.

Contributions to the *Hampshire Gazette*. Proficiency in Greek and Latin. At sixteen entered Williams college as a sophomore but left at the close of the second term intending to enter Yale. His father's straitened circumstances prevented this.

"Thanatopsis" written in his eighteenth year, and after several revisions published in the *North American Review* in 1817.

Law studies. Admitted to the bar in 1815, and for a year practiced his profession at Plainfield. "Lines to a Waterfowl" written at this time. Removed to Great Barrington in 1817 and remained there nine years.

Continued his literary labors while there, but did not allow them to interfere with his profession. "Green River," "A Walk at Sunset," "To the West Wind," and "The Ages" written during this period.

Marriage to Miss Fanny Fairchild in 1821. Influence of this marriage. Mrs. Bryant a woman of intelligence and unselfishness, and of a peculiarly sweet disposition.

First collection of poems published the same year. Through the influence of friends removed to New York in 1825. Appointed associate editor of the *New York Review* which later on was merged into the *United States Review and Literary Gazette*. "The African Chief" and "Death of the Flowers" written for these monthlies. Began writing for the *Evening Post* in 1826; in 1827 was one of the editors, and upon the death of William Coleman, its founder, became editor-in-chief, a position sustained until the May preceding his death, a period of more than fifty years.

First complete edition of poems published in 1832, and, through the influence of Washington Irving, reprinted in England.

Bryant as a traveler. Visited Europe in 1834, '45, '49, and '57. On his third visit his travels extended to Egypt and Palestine. He also traveled in the West Indies and in Mexico.

During these visits abroad he was cordially received by distinguished men of letters.

Purchased estate at Roslyn, Long Island, in 1845, and during the remainder of his life a part of each year was spent there.

In his seventy-first year he began the translation of the "Iliad," and upon the completion of this the "Odyssey." These translations occupied most of his leisure time for six years, and are said to be the best English version of Homer.

"The Flood of Years" written in his eighty-second year shows no diminution of his poetic powers.

The death of his wife in 1866 was a great blow to him, but he only showed this by working harder than before. His death occurred June 12, 1878, in the eighty-fifth year of his age. Long life, undoubtedly due to strict temperance, regular exercise, and careful observance of the laws of health.

Bryant as a man. Singularly free from jealousy, quick to recognize merit; under an outer covering of reserve he possessed a sweet and tender nature. Interested in whatever would promote the best good of the masses.

Public benefactions. Visits to schools and colleges; temperance addresses.

He possessed decided religious views, and his reverent nature and simple faith and trust are shown in his poems.

As an editor. An enemy of political rings and corruption of all sorts; a friend of justice and reform.

His paper was always a model of correct English and pure principles, and exerted a wholesome influence upon the morals and thoughts of the nation.

As a poet. He possessed great felicity of rhyme, fellowship with nature, and true poetic instinct. Compare with Lowell, Whittier, and Longfellow.

As a writer of blank verse he occupies a position wholly his own.

Many of his poems furnish beautiful memory gems to be used in connection with the plant and flower lessons in nature studies.

Teach "Death of the Flowers," "Forest Hymn," and "Lines to a Waterfowl." This last poem is said to be the most perfect expression of trust in the Divine Goodness to be found in literature.

## Reproduction Stories.

When mamma feels too sick to mind baby Ella takes him out for a walk.

On a frosty winter day Alice likes to dress warmly, and have a frolic in the snow.

If Ben does not wake up in the morning, Carlo barks into his ears until he wakes.

Isn't it fun, boys, to sit by the fire on a winter night and crack jokes and hickory nuts?

All the little Chinese girls have their feet bandaged tightly to make them small. It is very painful.

When mamma was sick, Jennie got the breakfast ready, and the boys behaved very well so that she would not have too much to do.

Lottie had lost her kitten. When she went to Central Park and saw a young tiger kitten she wanted it; she thought it was her kitten.

Fido is Tom's black dog. He can do a great many tricks. When Tom tells him to die he won't get up again till Tom tells him to be alive.

Annie had a pretty parrot. His cage was hung up in a tree. One day she forgot to close the door of his cage, and an eagle killed the parrot.

Pussy was asleep on the rug. Bob tickled her nose with a straw and she shook her head. Then she sneezed. That woke her and Bob and she had a frolic.

Two little twin brothers liked to look out of their nursery windows at the snow birds. They often threw out crumbs of bread, for it was fun to see the birds eat.

Carlo is a large watchdog. One night thieves wanted to break into his master's house, but he barked until his master woke up, and so saved him from being robbed.

A silly little buttercup wished to be a daisy, but a robin that heard her, said, "Don't wish to be a daisy; God wished a buttercup to grow right here, and not a daisy."

Eddie wanted to do as his grandpa did, so he took his snuff-box, opened it, and took some of the snuff. But, oh, such sneezing! He said he would leave the snuff to his grandpa after that.

Ella wanted to play "prisoner." So mamma tied her to a chair. Shortly after, mamma was called down to see some visitors and forgot Ella, who had to be prisoner for a longer time than she liked.

Papa promised Robbie a real live horse if he never once forgot to feed his goats. Wasn't Robbie proud when his papa told him he had done well, and gave him a fine young horse. He named him Billy in honor of the goat by the care of which he had earned him.

My parrot is very fond of sugar and nuts. She also likes to dress up in dollie's clothes. One day she found Miss Dolly on the sofa all nicely dressed, and what do you think she did? She dragged the doll onto the floor, untied the cloak strings with her beak, pulled off the cloak and hid it behind the book-case.

When the king of Spain was very small he used to cry for the moon. As no one was able to give it to him he would not stop crying, so they were all greatly puzzled. At last a wise man came and said he would be able to make him stop crying. He took a looking-glass and held it so that it reflected the moon. The little king was greatly pleased.

"Why do you whip me?" said the long seam little Maggie was sewing in the dress she had torn. "Because I hate you and you keep me from play," replied angry little Maggie. But presently she remembered the way her mother spoke to her once and she said, "I whip you, my dear seam, for your own good, so that you may grow strong, and not rip and tear as you have done."

## Literature for the Little Ones.

Let the teacher read to first or second year children portions of *Hiawatha*. At the close of each reading, let the children tell the story so far as covered. From the children's account cull such sentences as the following (taken from the C. C. N. S. Envelope; see editorial) for B. B. reading. Afterward, let the sentences be copied for a writing exercise.

### HIAWATHA.

I.  
Once there was a little Indian boy.  
His name was Hiawatha.  
O, how brown he was!  
He had great black eyes.  
His hair was long and black.  
Old Nokomis loved this baby.  
Old Nokomis was his grandmother.  
She made him a little bark cradle.  
She lined it with fine soft moss.  
She sung him songs.  
She told him stories.  
She told him about the moon and the stars.  
She told him about the rainbow, too.  
What else did she tell him?

II.  
Hiawatha lived in the forest.  
He lived in a wigwam.  
The wigwam stood by the water.  
Hiawatha loved the great tall pine-trees.  
He loved the water, too.  
He knew all the birds in the forest.  
He called them "Hiawatha's Chickens."  
He knew the beaver, the squirrel, and the rabbit.  
He called them "Hiawatha's Brothers."  
All the trees loved Hiawatha.

III.  
Iago made Hiawatha a bow and arrows.  
He made the bow of ash.  
He made the arrows of oak.  
He made the cord of deer-skin.  
The arrow points were flint.  
He winged the arrows with feathers.  
Hiawatha went into the forest with his bow and arrows.  
He shot a red-deer.  
He brought it home.  
Old Nokomis made a deer-skin coat for Hiawatha.  
She made a great dinner of deer-meat.

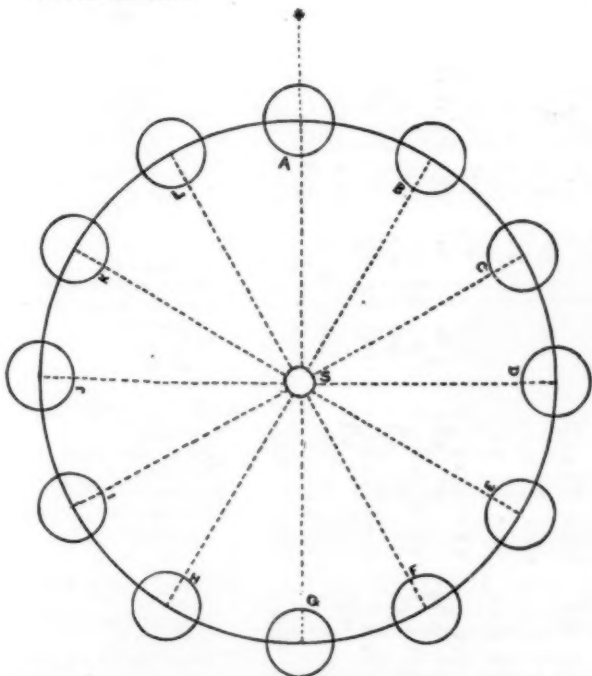
IV.  
Hiawatha wanted a canoe.  
He asked all the trees to help him.  
So the birch tree gave his bark.  
The cedar gave his branches.  
The larch gave his roots.  
The pine-tree gave its gum.  
The hedge-hog gave its quills.  
Hiawatha colored these quills red, blue, and yellow.  
He colored them with berry juice.  
When his canoe was finished he put it on the lake.  
It sailed like a leaf on the water.  
O, how happy Hiawatha was!

## Talks With Pupils.

### MEASUREMENT OF TIME.

We early learn that "seven days make a week, four weeks make a month; twelve months, or 365½ days, make a year." But it took the ancients a good while to find out just how long a year is. A year is the length of time it takes the earth to go around the sun. But what shall be the starting point?

The astronomer selects a star and then watches to see when the earth comes around to that star again. That seems easy, but it is really a very nice operation. By watching the stars it has been found that the earth has not altered the time of rotation on its axis one one-hundredth of a second in two thousand years. Our world rolls along in its orbit at the rate of seventeen miles a second when farthest from the sun, and nineteen miles a second when nearest it.



Suppose we erect a perpendicular wall running north and south, then if we looked along the western side of it and saw a star and noted the time at which it occurred, and then kept watching until

it came again, we would find how long the year is. The usual way is to set up a telescope in a north and south plane, on a firm wall running north and south, for example, and watch for the instant when the movement of the earth will bring a certain star across the tube. To be very accurate we draw a spider's web across the end of the telescope up and down and note the time when it bisects the star.

The astronomer must have a good clock; and such a clock costs a thousand or more dollars. This is attached to a solid stone pier, which is sunk deep in the ground, so as not to be shaken by the winds. The pendulum swings slower in a denser atmosphere; the clock will vary a second a day from this cause. The shape of the pendulum bob is also studied, and the best shape adapted is found to be, not a flattened disk, as would be expected, but a cylinder. After all possible ingenuity has been expended, no clock can be made to run accurately. Some errors can be corrected by putting little weights on the pendulum or taking them off. Ten grains on a pendulum weighing fifteen pounds will accelerate the clock one second a day.

Let the circle represent the earth and sun. Let us suppose at A, at midnight exactly, the telescope points at a star. At midnight when the earth is at B, it is plain that it will point some distance to one side of the star; so at the points C, D, &c. At G at midnight it is directed to a point directly opposite to the star. When it arrives at the point A again, at midnight, the star will cross the spider web again. By keeping count of the days and hours by the clock it is found that the time is the same in every trial.

The time has been taken again and again by careful observers, and it is found that the period that elapses after a star has crossed the spider web of a telescope until it comes around and crosses it again is 365 days, 5 hours, 48 minutes, and 46 seconds.

## Magic In The Class-Room.

### A SCALE GAME.

All teachers of music in primary grades, lift up their voices (not always musically) and bewail the scarcity of new things under the sun in the way of devices for holding little people's interest in the eternal scale drill that is a necessity in beginning the study of the greatest and grandest of the arts and sciences, music.

When I had exhausted everything I had read and seen apropos to what I needed, I one day, in sheer desperation, invented this little scale-game which is very popular with the little folks who have played it. I would like to have other teachers use it:—

The scale is represented by little girls, the little boys choosing the representatives. The tiniest tot in the room is called up for "Do." The next tiniest follows for "Re" and so on until eight are chosen perfectly graded in height from low "Do" to high "Do." These eight stand in line facing the school and proceed to introduce themselves, each one in turn singing her name, "Do" or "Re" or "Me" or whatever it may be and making a low bow afterward. Then the school, to show their warm personal interest in the line of representatives assembled before them, and to become better acquainted with their relation to each other, call each one separately three times. They sing: "Do, Do, Do" (Do bows), "Re, Re, Re" (Re bows), and so on until all have been called and have saluted gracefully or otherwise. Then the scale join hands in a circle and dance to the left while the school sing up the scale and dance to the right, while they sing down the scale when they reach low "Do" they continue singing "Do, Do," until "Do" steps out of the circle and bows to the other members of the scale and takes her seat. When she is safely seated they begin with "Re," sing up and down the scale, the children dancing as before, they stop on "Re" and repeat "Re, Re" until "Re" is seated, then use "Me" as the beginning and ending and so on until finally only high "Do" is left to dance alone and bow and take her seat. And when that is accomplished, the children always ask to play it right over again.

I would like to hear the opinion of the teachers who try this little scale game which I respectfully submit to your reading.

—Mrs. Blanche Hand in School Education.

I have examined the general make-up of nearly every educational periodical in the U. S. and have found none better suited to the wants of our teachers than your publications.

J. E. T. SENEKER.

True freedom is to share  
All the chains our brothers wear,  
And with heart and hand to be  
Earnest to make others free.

—James Boyle O'Reilly.

## Supplementary.

### Verses To Learn.

(To recite after or during morning exercises.)

"What doth the poor man's son inherit?  
Wishes o'erjoyed with humble things,  
A rank adjudged to toil-worn merit,  
Content that from employment springs  
A heart that in his labor sings,—  
A heritage it seems to me,  
A king might wish to hold in fee."

—James Russell Lowell.

All are architects of fate,  
Working in these walls of time,  
Some with massive deeds and great,  
Some with ornaments of rhyme.

—Longfellow.

Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue; but if you mouth it, as many of our players do, I had as lief the town-crier spoke my lines.

—Shakespeare.

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

—Longfellow.

"Every wise observer knows,  
Every watchful gazer sees  
Nothing grand or beautiful grows  
Save by gradual, slow degrees."

O'er wayward childhood wouldst thou hold firm rule  
And sun thee in the light of happy faces,  
Love, Hope, and Patience—these must be thy graces,  
And in thine own heart let them first keep school.

—Coleridge.

If you're told to do a thing  
And mean to do it really,  
Never let it be by halves,  
Do it fully, freely.

Do not make a poor excuse  
Waiting, weak, unsteady.  
All obedience worth the name  
Must be prompt and ready.

—Phæbe Cary.

Cheerily, then, my little man,  
Live and laugh as boyhood can!  
Ah! that thou couldst know thy joy  
Ere it passes, barefoot boy!

—Whittier.

Don't you be afraid, boys,  
To whistle loud and long,  
Although your quiet sisters  
Should call it rude or wrong.

\* \* \* \* \*

So don't you be afraid, boys,  
In spite of bar or ban,  
To whistle,—it will help you each  
To be an honest man.

—Alice Cary.

### Saxifrage.

By ISAAC BASSETT CHOATE.

Pale nurslings of the early waking year,  
Forerunners of the coming spring,  
Shy creeping round the edge  
Of broken granite ledge  
Soon as the drifts of winter disappear;  
Your tender rootlets fondly cling  
Close in the frost-made rifts,  
Your slender stalk uplifts  
Sweet clustering flowers of hope our waiting hearts to cheer.

You claim no favored spot of meadow ground  
Where violets and daisies grow,  
But o'er earth's bosom bare  
You softly venture where  
No other seemly covering would be found;  
You brave the wintry winds that blow  
Through withered grasses sere,  
Wait patiently to hear  
The bright-eyed, golden buttercups glad waken all around.

"A song for our country,  
So grand and so free!  
Our flag floats untarnished  
O'er land and o'er sea.  
'Tis the home of the brave,  
Of learning and love;  
Our emblem, the eagle,  
Our spirit, the dove."

### PARTING SONG.

A. M. KELLOGG.

1. The day beam in the crim-son West, Now smiles adieu o'er hill and dell, The bird now seeks her leaf-y nest, And  
2. How light the touch of zephyr's wing, Perfum'd with evening's dew-y flow'rs, As if their balmy breath would fling New

na-ture rings her ves-per bell, Fare-well, fare-well to all around, We're homeward bound, We're homeward bound.  
beau-ty o'er these part-ing hours, Fare-well, fare-well to all around, We're homeward bound, We're homeward bound.

### A FAREWELL SONG.

1. Kind friends, we met with joy, But now we part; May heav-en bless this hour And guide each heart;  
2. Kind friends, to all fare-well, Tho' we must part, Fond mem'ries long shall dwell, With-in each heart;

Tones that we loved to hear, Yet dwell up-on the ear, Yet we in ac-cents clear, Must say fare-well!  
May heaven its bless-ing send, And peace our paths at-tend, Oh may we meet a-gain, Fare-well, fare-well!

### The Little Plant.

In my little garden bed,  
Raked so nicely over,  
First the tiny seeds I  
sow,  
Then with soft earth  
cover.

Shining down, the great  
round sun  
Smiles upon it often;  
Little rain drops patter-  
ing down  
Help the seeds to  
soften.

Then the little plant  
awakes!  
Down the roots go  
creeping,  
Up it lifts its little head,  
Through the brown  
mold peeping.

High and higher still it  
grows  
Through the summer  
hours,  
Till some happy day the  
buds  
Open into flowers.

—From Poulsson's  
"Finger Plays."

## Vertical Writing.

The New York *Times* some weeks ago published opinions of some educators in favor of vertical writing. Particular mention was made of the schools of Kingston, Ontario, under the direction of M. A. Newlands, which have long been noted for their high grade of penmanship.

In July, 1892, Mr. Newlands met at an exhibition of his pupils' work at the Dominion Educational Convention at Montreal a gentleman who had just returned from Europe, where he had been studying educational systems. His criticism on the work was that splendid results had been secured. "And," said he, "if you would devote the same skill and care in training pupils in the upright writing now being rapidly adopted in English, French, German, and Austrian schools, you would leave nothing to be desired."

His face is like roses  
In flush of the June;  
His eyes like the welkin,  
When cloudless the noon,

Age 13.

SAMPLE OF VERTICAL WRITING FROM  
THE SCHOOLS OF KINGSTON,  
ONTARIO.

George Mitchell

Acting upon the suggestion, Mr. Newlands obtained all available information here and in Europe on the subject, saw its advantages, and began to experiment with private pupils. In September, 1892, vertical handwriting was introduced into all classes of the Kingston public schools, and at the end of the year the following report of the result of the experiment was given by M. K. Row, principal of training schools:

1. Vertical writing, as taught in Kingston public schools, is more legible than that of any oblique system. The labor of reading pupils' examination papers is reduced one-half.
2. Pupils occupy a more hygienic position. The chest contraction and spinal curvature, more or less necessary in approved position of oblique writing, is abolished by vertical writing. The

new style is also infinitely less trying to the eyes of pupils and teachers. One of the most fruitful sources of myopia seems to be removed.

3. Our pupils learn vertical writing with greater ease than the sloping style. The general character of the work has improved and many pupils who were naturally bad writers have developed excellent business hands. Sometimes a marvelous change comes within a week, and comes to stay.

4. The new system facilitates rapidity. The position and movement are easier. The pen travels over about one-third less distance in writing letters of the same height.

5. As implied in the previous paragraph, vertical handwriting has decided economic advantages, consuming less force of muscle, nerve, and brain, and about one-third less paper.

Finally, as a medium of communicating thought, the only use of writing, the vertical is superior to the oblique at every point of

comparison.

After thorough discussion of the merits of vertical handwriting at the Seventh International Congress of Hygiene and Demography, London, 1891, on the motion of Dr. Kotelman, seconded by Dr. Gladstone, vice-chairman of the school board for London, England, the following resolution was passed:

"That as the hygienic advantages of vertical handwriting have been clearly demonstrated and established both by medical investigation and practical experiment, and as now by its adoption the injurious positions so productive of spinal curvature and short sight are to a great extent avoided, it is hereby recommended that the upright penmanship be introduced and generally taught in the elementary and secondary schools."

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## Editorial Notes.

See list of Summer Schools on page 623.

The *Ram's Horn* says: "There is no bigger fool in the world than the man who is expecting to get to heaven because his wife belongs to the church." This reminds us of a principal who said he did not need an educational journal because his assistants had subscribed for one.

Mr. William Frederick Slocum, Jr., in an article on "The Public Schools and Morality," in the May *Atlantic* proceeds upon the assumptions: 1. That the business of the public schools is so to establish morality that it cannot be overthrown by evil circumstances in after-life; and, 2. That the church and home of the present day are not able to perform this work. He concludes that an improvement in the inculcation of morality in the public school can be brought about by the divorce of the control of the schools from partisan politics; by the appointment of teachers for merit only, merit in which force of character should be regarded as a *sine qua non*; by the introduction of scientific instruction to the exclusion of mechanical methods; and by constantly making prominent the idea that the pupils are being fitted for citizenship and actual service. Besides these, there is a necessity for a larger number of teachers, in order that the element of personal influence may be greater and more immediate. Now will somebody tell us how all this is to be introduced?



THE PRIMARY SCHOOL, a magazine for the primary teacher, makes its first appearance in a bright and trim June issue. It is an expansion of THE PRIMARY SCHOOL JOURNAL, a monthly which completes its third year of life in this new form. The first page bears a Table of Contents that tells its own tale of helpfulness, and an excellent portrait of Fröbel, a brief sketch of whose life is given within. The pages are plentifully illustrated, strong with practical educational articles and primary lessons. Varied "Busy Work" is a leading feature of this journal. We commend it heartily to all primary teachers. We know of nothing so good in its line. It is to be issued monthly, at one dollar per year. E. L. Kellogg & Co., publishers.

An Illinois court has decided that a turtle "is not an animal, but a reptile of the snake species." Will that Illinois judge undertake a revision of the text-books in accordance with his notions of classification?

The distinguished English philologist, Prof. Max Müller, says regarding the present system of frequent examinations: "They stunt our young men," he said; "they have no time or opportunity to be idle. Now do you know, it is my idle friends," he added, "who have become distinguished men in later life. I believe in cultured idleness. It gives a man time to read for himself. But look at these examinations; why, a man knows exactly what he has to read frequently to the very page. You don't call that study."

Prof. James Dwight Dana who is famous the world over as a great geologist, has retired after serving Yale college for fifty years in the capacity of a teacher. He is now eighty-one years old. Utica, N. Y., is his birthplace. A Yale graduate thus describes his personality as a teacher:

"Levity was rare in his room. Not that he frowned on it when boyish spirits broke out, but the lesson of the day was a part of his serious work in life. This small, wiry, young old man had a presence that dominated the young men beginning to realize that life was not to be a pleasing sequence of Yale's delightful years. I heard of but few who ever attempted a joke at his expense; and then we all found that the old professor had a keen wit, caustic as befitted a scientist."

"He was a friend of the student, as was dear old 'Prexie' Porter, Prof. 'Baldy' Wright, or 'Dickie' Richards. But every one believed in him, in his great ability, his simplicity, his sincerity, his absolute justness, and all that which brings a man the respect of manly boys."

"For some time his name has been first on the faculty list after the new president's. With Prof. William D. Whitney he formed the last of the 'Old Guard' whose zeal, tireless energy and learning brought so much scholastic fame to old Yale when plain living and high thinking were suited to the old brick row and the fence, whose memory the 'Sons of St. Elihu' will ever hold dear, for there were 'giants in those days.'"

Prof. William Dwight Whitney, for thirty years professor of theology and Sanscrit in Yale college, is dangerously ill with neuralgia of the heart. There are serious doubts as to his recovery.

## A Corporal Punishment Story.

The London *Schoolmaster* writes that a gentleman of Manchester has put into circulation a story by Sir Edwin Arnold, to help the majority of the local school board which seems to regard corporal punishment as unnecessary. It is a delightfully told story of an incident of the time when Sir Edwin was an assistant at King Edward's school at Birmingham. The hero is a boy who was rather slow at his schoolwork and whom the author of the story met many years after as a brilliant creator of a magnificent bridge across a Canadian river. Here is the story as told by Sir Edwin:

"One sultry afternoon, when Birmingham was blazing like one of its own blast-furnaces, and my young brassfounders were all languid with the heat and the involved rhetoric of Cicero, I myself being possibly at the time a little dyspeptic, there was a disturbance of order near my chair. 'The sight of means to do ill deeds make ill deeds done,' as Shakespeare truly writes; thus it was that I caught up my cane and gave a hasty cut upon the tootempting back of one youth who seemed the offender."

"'If you please, sir!' said the boy squirming, 'I did nothing! It was Scudamore that kicked me in the stomach, underneath the desk!'"

"Now it is obviously difficult to pursue the study of 'De Amicitia' quietly and satisfactorily if you be interrupted in such a manner; and inquiry revealed that the statement was indeed true. Scudamore had demanded from his neighbor, quite illegitimately, the explanation of an obscure passage, and, not being attended to, had taken this much too emphatic means of enforcing attention. Meantime, the most guilty party appeared to be myself, and, having called the class up, I said to the doubly-wronged boy, who was still 'rubbing the place':"

"'It is I who am most to blame, for having dealt you an undeserved blow. Take that cane and give it back to me as hard as you got it.'"

"'Ah, no, sir,' the lad answered, 'I can't do that.'"

"The whole great school-room was now listening, masters and all, and the scene had become a little dramatic and important. It was necessary, therefore, to go through with the matter, and I insisted."

"'Jones, you must do as I tell you. I insist. It is the only way in which we can all get right again.'"

"'I really can't hit you, sir! It didn't hurt me so very much, sir! If you please, I don't want to do it,' said Jones."

"'Well,' I replied, 'but you must obey me; and if you disobey I am sorry to say that I shall make you write out that page of Cicero three times, staying in to do it.'"

"Whether it was desperation at this dreadful alternative (for it was cricket time), or whether it was that the sparkling eyes of his class-fellows around him, all evidently longing to have the good luck themselves of 'licking' a master, suddenly inspired Jones, I know not. What I do know is that he reached forth his hand, took the cane, and dealt me no sham stroke, but the severest and most swinging cut over my shoulders. I had no idea that the ridiculous implement could sting, as it did, like a scorpion. I had never once been caned or flogged at school, nor had ever received a blow of any sort which I did not promptly return. Consequently the sensation was something of a revelation, and I could well understand at last how mortally boys must hate for ever and ever the 'glories' which were Greece, and the grandeurs which were Rome when they are recommended to their unwilling intellects by these cowardly and clumsy methods."

"'Rubbing the place' in my own turn, I managed to thank Jones for his obliging compliance, and then said to him:

"'Break that detestable weapon across your knee, and throw it out of the window. Never again will we have anything to do with such methods here.'"

## New York City.

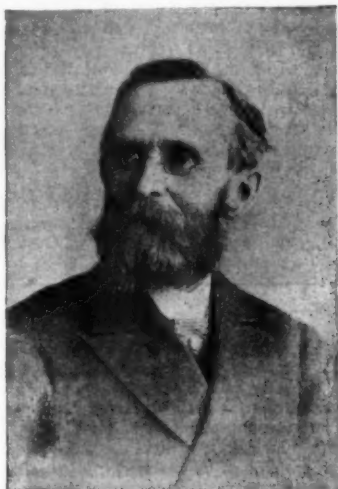
The Catholic school exhibit of which an account was given in a recent number of THE JOURNAL has closed. It was estimated that more than 100,000 persons in all visited the exhibit.

The seventieth anniversary of the founding of the Society for the Reformation of Juvenile Delinquents was celebrated last week at the House of Refuge on Randall's island. The inmates belonging to the naval squad gave an exhibition sail drill on the dummy ship rigged on the lawn, and there was a military parade by 400 boys. There were singlestick and sword exercises by picked inmates, and a calisthenic drill in which all the boys took part. Manager Alexander E. Orr addressed the inmates in the chapel, where the exercises consisted of patriotic songs and recitations and a doll drill by twelve little girls. A watch was presented to the retiring superintendent, Lieut. Jungen, U. S. A., who has been assigned to the training ship *St. Mary* at Newport. Many distinguished visitors were present.

## Leading Events of the Week.

The bill to repeal the state-bank tax discussed in the house.—A conflict in Bulgaria between Prince Ferdinand and ex-Premier Stambuloff; severe fighting in Sofia and rioting in smaller cities.—Dr. Wekerle, the Hungarian premier, resigns.—A falling off in the revenue of the government; the condition, however, more favorable than in January.—Jubilee sermons in connection with the Young Men's Christian Association Conference preached, on June 3, in 1,400 churches in London and its suburbs, as well as all over Great Britain.—The valley of the Frazer river isolated by flood.—The cruiser *Minneapolis* leaves Cramp's shipyard, Philadelphia, for her trial trip.—A number of Chinese colonists massacred by Corean rebels.—M. Dupuy succeeds in forming a ministry in France.

When weak or worn out, Hood's Sarsaparilla is just the medicine to restore strength.



Jerome Allen.

Dr. Jerome Allen was born at Westminster West, Vt., July 17, 1830. He prepared for college at Kimball Union academy, Meriden, N. H.—graduated at Amherst in 1851, attended the Theological seminary at East Windsor Hill, Conn. for one year. As a boy, among the green hills of Vermont, he learned self-reliance, fortitude, perseverance, and independence, traits which have stood by him through all the years of his educational work. He taught his first district school when seventeen years old, where the scholars, mostly boys, were older and larger than himself, but who, after turning out former teachers, decided to yield to the will of the persevering young pedagogue, and the select men pronounced that winter's school the best one ever taught in the district.

Dr. Allen's first real educational work commenced in Maquoketa, Iowa, when he was invited to take charge of the academy at that place, in 1853. After two years' work there, on the recommendation of President Hitchcock, of Amherst college, his Alma Mater, he was elected professor of natural sciences, in Alexander college, Dubuque. Here he worked until the collapse of that institution, in 1859. Then he became principal of Bowen Collegiate institute, at Hopkinton, and also pastor of the Presbyterian church at that place. In this double capacity he labored for eight years. Two years after he took charge of this school it passed into the possession of the Synod of Iowa, and its name changed and work enlarged to Lenox college. Of this institution he was the first president, and during the war recruited a large number of students for the army. At the close of eight years' double work in this place he was compelled through a breaking down of his health, to resign, and for two years, while superintendent of schools at Monticello, Iowa, engaged very largely in institute work in various parts of the state. While at Dubuque he was one of the early workers in the Iowa State Teachers' Association, in connection with D. Franklin Wells.

Dr. Allen was the organizer of the first normal institute ever held in the state of Iowa.

At the close of two years' work in institutes and at Monticello, he removed to New York city where his "Map Drawing" was published by the house of A. S. Barnes & Co.; he also assisted in revising Monteith's Geographical Series, and placed in it his system of map drawing. While here he prepared and published "Methods for Teachers in Grammar." Previous to this time he was elected by the Iowa State Teachers' Association as editor of its organ, then published at Des Moines, which honor he was obliged to decline. He was during this time joint author with Mr. Boltwood of his grammar, and assisted in its preparation as far as to the end of Part II.

After laboring in institutes and literary work for two years he became a member of the faculty of institute conductors of the state of New York, where he remained three years, when he was elected professor of natural sciences at the opening of the state normal school at Geneseo, New York. Here he remained between ten and eleven years and published his Handbook of Experimental Chemistry for Laboratory Use.

During the time he was at Geneseo he was for four years editor of Barnes' Educational Monthly and also president of the New York State Teachers' Association. He then accepted the presidency of the state normal school at St. Cloud, Minn., where he re-

mained nearly four years, when, owing to the state of his wife's health he removed to New York city and became associate editor of THE SCHOOL JOURNAL and THE TEACHERS' INSTITUTE. At the twenty-fifth anniversary of the opening of Lenox college, Iowa, he delivered a memorial address and received the degree of Ph. D.

The crowning feature of his educational work, however, was the establishment of the School of Pedagogy, of the University of the City of New York. The labor and patience required to bring forward to completion, in the face of, and under the banner of pure conservation, the School of Pedagogy, was stupendous. But the perseverance of the young man still lingered, and having once undertaken to establish a new school, one that should make teaching a profession, and place it on an equal footing with law, medicine, and theology, a work that has never been undertaken on this continent, he determined to see the work accomplished. Early in 1887 the thought began its growth, and commended itself to the university. At this time Dr. Allen was elected by the university corporation, professor of pedagogy. In this position he labored zealously and disinterestedly for his object, and in spite of many discouragements lived in hope of success. His high anticipations were at last realized when on March 30, 1890, the following statute was adopted by the council of the university:—"The School of Pedagogy of the University of the City of New York is established this 3rd day of March, 1890, to give higher training to persons who may have devoted themselves to teaching as their calling, and who are graduates of colleges of arts and science; or who are graduates of normal schools or colleges of the state of New York; or who are able to present testimonials of general scholarship and culture equal to those received by the graduates of the state normal schools."

The physical and mental strain, however, incident to years of arduous work, and the special care and labor in the establishment of the School of Pedagogy were telling in a marked degree upon the Dr.'s health, and in 1892, he crossed the ocean and visited the principal European cities and universities, hoping to gain health as well as information by that means. In the autumn of 1893 he had a very severe illness which necessitated the giving up of his beloved work in the School of Pedagogy, and the council of the university at its meeting in March 1894, conferred upon him the honor of Professor Emeritus.

Dr. Allen's genial personality has made him a living memory with the thousands of pupils who have received impulse and inspiration under his tuition. As a reformer, he came into collision frequently with the existing order of things and made enemies, but his friends were many and warm. One of his colleagues says of him: "Dr. Allen was essentially Pestalozzian in character and methods. It will take a future generation to fully appreciate his work."

#### To the Editor of THE SCHOOL JOURNAL:—

Your note was the first intimation I received of Dr. Allen's death. I am very much pained to learn that he has passed away, and yet not greatly surprised, because I knew of his physical decline and feared that he could not last a great while.

Dr. Allen and myself were associated together for ten years in the normal school at Geneseo and I learned there to prize him as a friend and to admire him for his many exceptional qualities as a teacher. He had the faculty of securing from the students a great deal of work and of causing them to know subjects in a very valuable manner. His most conspicuous characteristic was his tireless energy and activity. He was never idle and never seemed to desire or to be willing to take a vacation, and I presume that this same characteristic continued with him until the end. Indeed, I feel quite certain that if he had spared his frail body a little, he might have been living to do work in the world still.

In all our associations I found him to be thoroughly loyal to the principles of truth and of righteousness as he understood them, and I found him also more than anxious to settle his pedagogical ideas upon a basis that could not be shattered. I have known also of his work in the University of New York and elsewhere during the past ten years, but chiefly through those who have been under his instruction. I have no doubt that they will be glad to testify to their high appreciation of the man as a man, and to the value of his instruction and I know that very many of them have very tender memories of his kindness to them and a thorough appreciation of his extraordinary effort to build up a department of the university which should be a credit to it and to the state of New York.

I believe that his death is attributable to his persistent and continuous work more largely than to any other one cause, and yet I know from conversation with him many and many a time that he preferred to work on with all his energy and power as long as he had strength and then drop out and make place for others. Many friends will remember him and miss him.

Very sincerely yours,

Albany, N. Y.

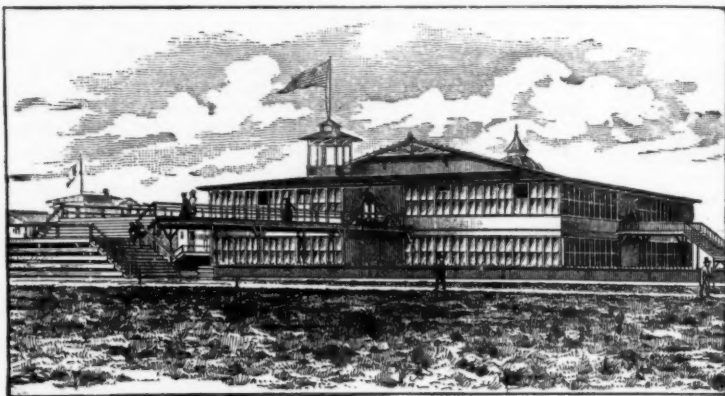
WILLIAM J. MILNE.

### Asbury Park and Vicinity.

Asbury Park is about the center of a number of popular sea-side resorts directly on the Atlantic ocean. It is about forty miles from New York, and sixty miles from Philadelphia. It has a permanent population of about five thousand, and a summer population of about fifty-five thousand. Its record as a health resort has been without a parallel. Surf bathing, boating, sailing, fishing, and driving form the chief diversions.

A belt line of electric cars encircles the entire town; it has become very popular to ride around the town in these cars. The ride is delightful, leading over a mile through the business part of the town, and within two hundred feet of the romantic Wesley Lake; then passing near to all the principal hotels and within sight of the ocean and the wide board walk or plaza, dotted here and there with pavilions and extending the entire length of the town; then along the beautiful and romantic Deal Lake, and passing many fine private residences, and within sight of the neighboring resort Interlaken, passing the athletic grounds, Sunset Lake and the railroad stations with their beautiful grounds, making a ride that will be appreciated by all who love beautiful scenery.

The following communication to the *Asbury Park Journal* shows what visitors think of the park: "The purity of the atmosphere, the solid agricultural back country, the absence of that intolerable pest, the mosquito, and the still more intolerable nuisance of the saloon and the gambling-house, together with the order and quiet which always prevail even in the height of the season—these with other advantages, such as its wide streets, grand ocean promenade and pavilions make it a place of unrivaled excellence. There is here everything to please the most



THE AUDITORIUM, ASBURY PARK, (SIXTH, SUNSET AND OCEAN AVES., SEA FRONT.)

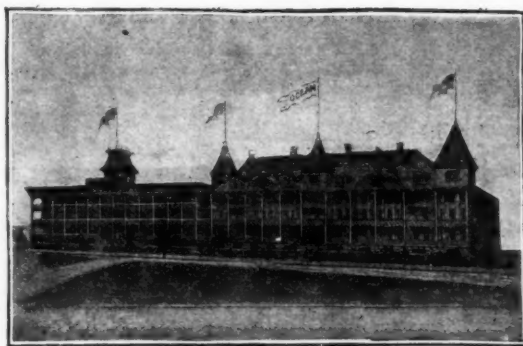
fastidious taste, to satisfy the most eager search for health and pleasure, everything to promote rest, refreshment and relief to man's temporal and spiritual needs."

Perhaps the principal attraction for the stranger on his arrival at Asbury Park is the Ocean Promenade or plaza, which in some places is one hundred feet wide and extends the entire length of the town. On either edge of this grand plaza are to be found hundreds of benches and small pavilions for the comfort of the pedestrian.

West from the portion of the promenade shown in our engraving, is Asbury avenue, on which are to be found several large hotels and some of the finest cottages in the park.

The teachers who attend the convention of the Educational Association at Asbury Park in July, will find no end of enjoyment there. From June until September, schooner yachts take passengers from the shore in surf boats, and give them a taste of sailing and deep-sea fishing. There are hundreds of small boats on Deal, Sunset, and Wesley lakes, which may be hired with or without a rower for a small sum. At night they are trimmed with Chinese lanterns and form a gorgeous picture.

Educational Hall, the principal meeting place of nearly all conventions that come to Asbury Park, is the original Educational Hall of the Centennial. At the close of that exposition it was bought by Mr. James A. Bradley, and moved to Asbury Park. The exterior remains unchanged, but the interior has been improved by the addition of a commodious stage and galleries. It is octagonal in form, and can seat 2,000 people. The handsome grounds surrounding it form a popular spot for tennis and croquet.



OCEAN HOTEL, ASBURY PARK. (HEADQUARTERS N. E. A.)

The Auditorium, where the general meeting of the N. E. A. will be held, is a comparatively recent addition to the numerous public halls of the city by the sea. It is within a stone's throw of the surf, and can comfortably seat over 3,000 people.

As an easily accessible point Asbury Park enjoys a distinction over most resorts. By rail, it is fifty-one miles to New York, and seventy to Philadelphia. It is reached from the former place by four routes: The Pennsylvania Railroad and Central Railroad of New Jersey, both all-rail; the Bay Route by steamer to Atlantic Highlands, thence by rail; and by steamer through the bay to Sandy Hook and down the coast to Long Branch, landing at an ocean pier and involving only six miles railroad travel to Asbury Park. In addition to the lines mentioned, steamers ply between New York and Red Bank, Port Monmouth, and Keyport, making close connection with trains. From June until early fall the two railroads run 120 passenger trains daily, making it possible to reach Asbury Park as early as 5 A. M., and leave as late as 9:45 P. M., for New York and Philadelphia. The express time to New York is ninety minutes, and to Philadelphia two hours; all express trains having parlor cars attached.

#### Teachers' Meetings at Asbury Park.

JULY 6-10—National Council of Education.  
JULY 9—N. J. State Teachers' Association.  
JULY 10-13—National Educational Association.

**THE SCHOOL JOURNAL** is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly paper, **THE PRIMARY SCHOOL**, for Primary Teachers, is \$1.00 a year. **THE TEACHERS' INSTITUTE** is published monthly, for those who do not care for a weekly, at \$1.00 a year. **EDUCATIONAL FOUNDATIONS** is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. **OUR TIMES** is a carefully edited paper of Current Events, at 30 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & Co., Educational Building, 61 East 9th Street, New York.



OCEAN PROMENADE.

# List of Summer Schools.

## NEW ENGLAND STATES.

MAINE—School of Expressive Art, summer session Aug. 6-25, at Belfast. Address M. W. Loughton, 364 Massachusetts Street, Boston, Mass.

NEW HAMPSHIRE—Summer School of Biology, at Durham, July 5 to Aug. 4. Professor of botany, Charles H. Clark; Prof. of zoology, Weed. Summer Institute, State Normal School, at Plymouth, Aug. 20-31. Address State Supt. Fred. Gowing, Concord.

MASSACHUSETTS—Martha's Vineyard Summer Institute. W. A. Mowry, president, Salem, Mass. Beginning July 9, five weeks, at Cottage City. Emerson College of Oratory. Summer session at Martha's Vineyard. Harvard University, Summer School, Cambridge. Begins July 5; five or six weeks. Address Prof. N. S. Shaler, Cambridge, Mass.

Normal Institute of Vocal Harmony. Aug. 14-31, at Lexington. Mrs. H. E. Holt, sec., box 109, Lexington.

Amherst Summer School. Session of five weeks beginning July 2. Address William I. Fletcher, Amherst.

Sauveur School of Languages opens July 2 at Amherst college. Address Prof. W. L. Montague, Amherst.

Clark University Summer School. At Worcester, July 16-28. Dr. G. Stanley Hall. Address L. M. Wilson, Clark University, Worcester.

Summer School of Applied Ethics. At Plymouth, Mass. Begins July 12.

RHODE ISLAND.—American Institute of Normal Methods (eastern school). At Providence, July 17 to Aug. 3.

## MIDDLE ATLANTIC STATES.

NEW YORK—The National Summer School of Methods, Science, Oratory, Literature, etc., at Glens Falls, beginning July 17. Sherman Williams, Glens Falls, and C. F. King, Boston Highlands, Mass., managers.

The Catholic Summer School of America. Third session, at Plattsburg on Lake Champlain, beginning July 14, four weeks. Rev. Thomas J. Conaty, D.D., president. Worcester, Mass.; Warren E. Mosher, A.M., sec., Youngstown, Ohio. Special course for teachers, under direction of Prin. John H. Haaren, Brooklyn, N. Y.

Chautauqua Assembly, College of Liberal Arts, and other schools, Chautauqua. W. A. Duncan, sec., Syracuse, N. Y.

Chautauqua Teachers' Retreat, at Chautauqua, July 5 to Aug. 1. In charge of Pres. Walter L. Hervey, of Teachers' College, New York City.

The Summer School of Cornell University, for Teachers and advanced students. July 6-Aug. 16, Ithaca, N. Y. Jacob Gould Sherman, D.Sc., LL.D., pres., 41 East ave.; Prof. O. F. Emerson, sec.

The Central Summer School, Chautauqua Park, Tully Lake, N. Y. July 23-Aug. 10. A School of Methods and Review for Teachers. Address Edwin H. Chase, manager, 465 Chenango st., Binghamton, N. Y.

Mid-Summer School, Owego, N. Y. George T. Winslow, pres. Address H. T. Morrow, manager, 446 W. Clinton st., Elmira, N. Y.

New York State Summer Institute for Teachers, Round Lake, N. Y. July 16-Aug. 4. Alexander Falconer, Edwin Frye, W. W. Hinman, W. S. Coleman, directors.

University of Rochester, summer session.

Summer Schools of the Brooklyn Institute of Arts and Science:

1. Course in biology, botany, and bacteriology at Cold Springs, L. I. Prof. H. W. Conn, Ph.D., Wesleyan university.
2. Shinnecock Art School at Southampton, L. I. July 1-Oct. 1. Mr. Wm. M. Chase.
3. Catskill Summer School at Lyndee, Conn., opens July 6. Mr Theodore Robinson, director.

PENNSYLVANIA—Summer Course of the University Extension Society at the University of Pennsylvania, Philadelphia, July 2-28. Special course for teachers.

NEW JERSEY—Summer Course in Languages, under management of the Berlitz school of languages, at Asbury Park. Circulars, 1,122 Broadway, New York city.

DELAWARE—Summer School of Methods, at Dover, July 2-Aug. 3. County Supt. C. C. Tindal, manager.

## SOUTHERN STATES.

MARYLAND—Summer School managed by Columbus Business University, at Columbus. Eight weeks beginning June 18. J. A. Carnagy, Supt. Republican building.

VIRGINIA—Virginia Summer School of Methods at Bedford City, Va., beginning Monday, June 25, and closing Friday, July 20. John E. Massey, supt. of schools, Richmond, Va.

NORTH CAROLINA—University of N. C., summer session, July 2-28 at Chapel Hill. Address George T. Winston.

ALABAMA—Peabody Summer School of Pedagogy, associated with and under the state normal college, Troy. Dr. E. R. Eldridge, director.

MISSISSIPPI—Summer School of Natchez College begins June 4, at Natchez, Miss. S. H. S. Owen, pres.

TENNESSEE—Peabody Institutes to be held at Knoxville, Monteagle, Nashville, and Jackson respectively, July 9-Aug. 3.

## Brief Notes.

M. Dupuy, prime minister of France, was at one time a public school teacher.

Prof. Elmer Gates has been engaged to take charge of the psycho-physical laboratory about to be started by the government.

Miss Agnes Irwin, of Philadelphia, who has been officially announced as the new dean of Radcliffe college, formerly the Harvard Annex, is a great-granddaughter of Benjamin Franklin.

George Gibson Carey who has for many years conducted a classical and mathematical school of wide reputation, died last week in Baltimore, at the age of 57. He was a graduate of Yale.

The Rev. Provost Body, of Trinity college, Toronto, has accepted the professorship of Old Testament literature and exegesis in the General Theological Seminary, New York city. Dr. Body has been at the head of Trinity college twelve years.

Summer Training School for Institute Conductors at Peabody normal college, Nashville, June 11-22. Chancellor Payne, conductor.

TEXAS—Summer Normal, Weatherford College, June 25-Aug. 3. David S. Switzer, Weatherford, director.

Summer Normal Hico College at Hico, June 18-Aug. 3.

School of Methods at Galveston, June 5-23. Dr. O. H. Cooper, director.

School of Methods at Fort Worth, June 5-23. Supt. W. S. Sutton, Houston, director.

San Marcos Summer School of Science and Pedagogy at San Marcos, June 11-July 14.

## CENTRAL STATES.

LOUISIANA.—Louisiana, Chautauqua, summer session, July 2-30, at Ruston. Rev. T. K. Fauntleroy, director.

WISCONSIN.—Summer School held at Ellsworth, Pierce Co., Wis. Six weeks beginning July 9. Supt. J. F. Shaw; Prin. C. J. Brewer.

Summer School at Muscoda, Wis. Six weeks beginning July 9 to Aug. 17. Under management of Joseph Schafer and Edgar E. DeCore, Fla.

University of Wisconsin Summer School. Address Prof. J. W. Sterns.

Teachers' Summer School at Portage, Wis. July 9 to Aug. 11. For particulars address E. C. True, county superintendent, Portage, Wis.

MICHIGAN.—Bay View Summer University, at Bay View, July 12 to Aug. 14. For circulars write to the superintendent, Mr. John M. Hall, Flint, Mich.

University of Michigan Summer Courses of Instruction, July 9 to Aug. 17, at Ann Arbor. Dr. B. A. Hinsdale, pres.; J. H. Wade, sec'y., Ann Arbor.

Summer School of Pedagogy and Review, June 25 to Aug. 3. G. J. Edgcombe, principal, Benton Harbor, Mich.

Summer Sessions of Ferris Industrial School, at Big Rapids, May 21 to July 2.

Summer School of Pedagogy and Kindergarten Training, at Grand Rapids, July 5 to Sept. 1. Miss Elnora Cuddeback, Grand Rapids, directress.

Kindergarten Training School, at Grand Rapids, July 5 to Sept. 1. Miss Clara Wheeler, Grand Rapids, directress.

OHIO.—Lakeside Summer School, at Lakeside, July 10 to Aug. 7. Address W. V. Smith, Port Clinton.

INDIANA.—Indiana University Summer School opens June 26, closes July 27. Address Henry S. Bates, Bloomington, Ind.

ILLINOIS.—Cook County Normal School Summer Session begins July 9, and continues three weeks. Col. Francis W. Parker, principal; Prof. Wilbur S. Jackman, manager, Englewood, Ill.

American School of Sloyd (Manual Training), Cook County Normal School, Englewood, Ill. Walter J. Kenyon, director.

Summer Session of Soper School of Oratory, Begins July 5. Five weeks. Address H. M. Soper, Chicago, 26 Van Buren street.

Summer School of Pedagogy, University of Illinois, at Champaign, June 18 to July 13. Address Prof. Frank M. McMurry, Urbana, Ill.

Summer Course in Languages, Auditorium, Chicago. Under management of Berlitz School of Languages. Circulars, 1122 Broadway, New York city.

American Institute of Normal Methods (Western School), Aug. 7-24, at Chicago.

KENTUCKY.—Normal Training School, at Sharon Grove, May 21 to June 30. Address Walker Wilkins, Sharon Grove.

MINNESOTA.—University of Minnesota, Summer Session, July 30 to Aug. 24 at Minneapolis. State Supt. W. W. Prendergast, St. Paul, director.

IOWA.—Callanan Summer School of Methods, at Des Moines. C. W. Martindale, Des Moines, Iowa, president.

State University of Iowa Summer School for Teachers, begins June 18 and continues four weeks. Dr. Chas. A. Schaefer, pres.; J. J. McConnell, director of University Extension, Iowa city.

KANSAS.—Summer School at Norton, begins June 18 and continues till August 24. Supt. N. H. Baker, Norton, director.

NEBRASKA.—State Normal Summer School, at Peru, June 7 to July 3. A. W. Norton, Peru, manager.

University of Nebraska Summer School, at Lincoln, June 14 to July 6.

Lincoln Normal University Summer School, at Normal.

Western Normal College Summer School, at Lincoln, June 12 to July 31.

Fremont Normal School Summer session, June 12 to Aug. 21, at Fremont.

Perkins Co., Summer Normal, at Elsie, June 25 to Aug. 13.

Hebron Summer School, at Hebron, June 18 to July 28.

Union Summer School, at Ashland, July 9 to Aug. 18.

Holdredge Summer School, at Holdredge, June 18 to Aug. 10.

## ROCKY MOUNTAIN AND PACIFIC STATES.

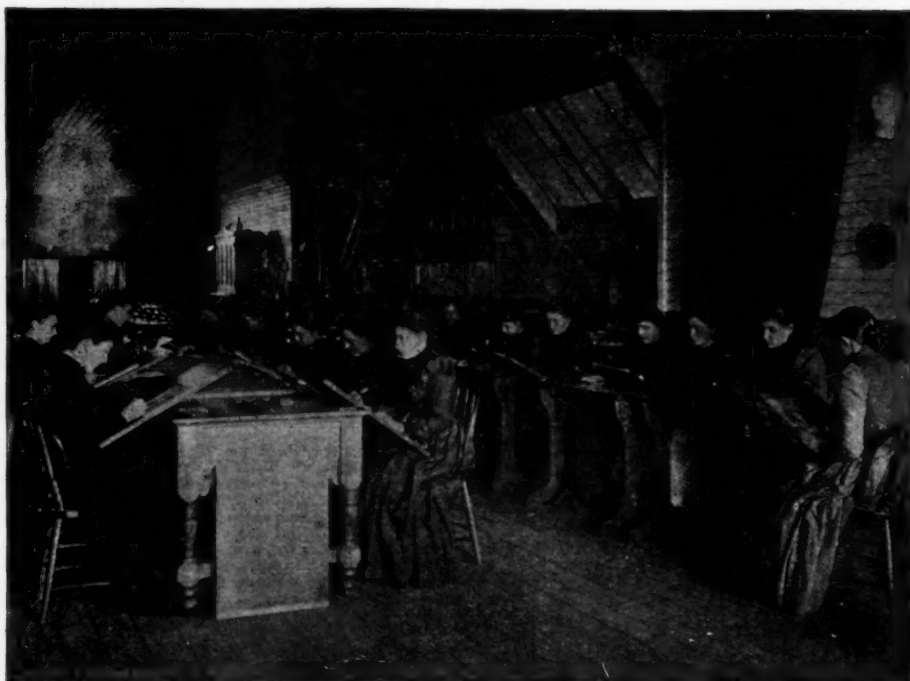
WASHINGTON.—East Sound Summer School, Orcas Island, San Juan archipelago, July 16 to Aug. 4. Supt. J. M. Shields, pres.; Parker Ellis, sec'y.

COLORADO.—Summer School under the auspices of the School for Teachers, at Denver. Fred Dick, principal.

Colorado Summer School of Science, Philosophy, and Languages, at Colorado Springs, during the month of July. Address Edwin G. Dexter, director, Colorado Springs.

The art pupils of the colored schools of Washington, D. C., recently gave an interesting exhibition of their work which was in many ways far superior to that of the white children. Some of the productions of the pupils showed signs of genius. The color work was particularly good.

Prof. Béla Kécsy, who was commissioned by the Hungarian government to study and report on American systems of education, has the following to say regarding the University of New York: "In the near future the whole system of secondary education of Hungary will be changed. What the transformation will be, it is impossible to predict, but most probably the now separate *Gymnasium* and *Realschule* will be united in such a way that the four lower classes of both will be the same, and in the four higher classes the several groups of subjects will be elective. This change in the secondary educational system of Hungary will give an opportunity to introduce the remarkable system of the University of the State of New York, which is based in fact on the present era of progress and independence. According to my conviction the problem of secondary education in Germany may be solved only on the same lines."



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## Correspondence.

In the "Lesson on a Book," SCHOOL JOURNAL, May 19, I find the following: "What is done with the pulp? 'It is rolled between heavy rollers into sheets.'"

There is *nothing* in paper making at all resembling this described process. The metals are rolled into sheets, but pulp will not work that way at all. In the hand process the pulp is dipped into a sieve and the water allowed to drain away. Practically the machine process is the same. There is a long endless belt of sieving passing over two rollers and kept in slow, constant motion.

The tank of pulp is kept full and overflowing at one end on the sieve. The length of the sieve is great enough to have the most of the water drain off before the end is reached and the paper is strong enough to pull away from the sieving.

There are hot revolving cylinders used to dry the paper after it comes from the sieving but they do not roll anything. AUSTIN C. AFGAR.  
State Normal School, Trenton, N. J.

The pulp can hardly be said to be "rolled into sheets," since it becomes a sheet before it passes between the hot rollers. The statement criticised is made by a child, in remembrance of a previous lesson on paper-making and the teacher neglects to insist on the necessary precision of statement. In this point the "Lesson on a Book" is weak. There is no lesson that is not weak at some point. We wish we had many friendly critics such as Prof. Apgar to watch for and tell us of our slips. Most of the criticism that reaches us, though well-meant, is vague and general. This is definite. It is what we want.

Would you kindly oblige by indicating your opinions of the merits of the phonetic alphabet. Is it an improvement on the older methods? Is it likely to come into general use? Will it be difficult to teach to children in the school?  
W. W. RAMSEY.

Some use of diacritical marks may almost be said to be necessary in first reading. Teachers who have tested the Leigh type and other phonetic alphabets in use testify that they aid in giving an early command of printed words and so hasten the process of learning to read, and that the transition from these marked to plain letter forms offers no difficulty whatever.

I have been agent for your publications, off and on, for eight years; have urged the taking of them on the ground of the benefit in teaching every study. Lately I visited a school where there were nine teachers; the principal was a very polite lady. She did not take any educational paper; "did not have any time to read one;" she, however, said that subscribers to the paper were always good teachers. On pressing the matter she said: "I have to admit that when I find a more than usually good teacher, I am pretty certain she takes your paper." This was encouraging, though I was disappointed that she would not subscribe.

Buffalo.

G. B. S.

What is the explanation of thunder and lightning?

E. G:

You need to explain the existence of the ether, that waves in it cause light; also that waves in the air cause sound. Lightning is caused by the vibration of the ether caused by the electricity in great sparks passing from cloud to cloud; these sparks or flashes cause the vibration. Thunder results from the violent vibrating of the air, caused by the sudden heating and electric disturbance along the path of the flash.

After graduating from — college, I took a place in a private school and taught there four years; but I had all grades, and wanted to give all my thoughts to my profession, undisturbed about thoughts of an income. I thought a man of my record and experience would be welcomed in a public school. A letter addressed to the superintendent of the schools of a city where about 300 teachers were employed, brought a reply to the effect that the first requisite was a certificate from the board of examiners; that there were many applicants for places.

I bestirred myself and found that the first requisite was *political influence*. Yes, and the second, too. I looked up the political magnate; he was an Irish gentleman who had a saloon some years before. After a short conversation, he said: "I'll see what I can do for you, young fellow." But I felt certain I would get no help in that quarter. Another man was appointed principal, and it was reported that he paid \$250. Do you think that there is a chance for men of broad culture in the public schools?

X. M.

This represents the boasted "American system" very well, but it is not usual that money is paid directly; there is usually some "deal" where politicians manage the schools. We advise every man of broad culture to obtain all the political influence he can—it goes a great way. But this teacher is partly to blame for this condition of things. If all the teachers would unite to insist that none but those having a professional standing should be allowed to teach, his opportunities would be greater; the politicians would be barred out. Will he use his influence in this direction?

We know of several cases of rapid advancement in studies of the kind that the Chicago *Inter Ocean* describes. A little girl was asked: "How about this new French teacher? Does she take you along as rapidly as the other one?"

"Goodness, yes," she replied; "she skips five or six pages every day."

The education code of the canton of Zurich, Switzerland, begins with these words: "In the public elementary schools, children of all classes of society shall be educated in accordance with recognized educational principles." This ought to be written somewhere where every American school superintendent, board of education, and teacher could constantly see it.

## New Books.

Students of our noble language will be pleased to learn that a revised and enlarged edition of Prof. T. R. Lounsbury's *History of the English Language* has just been published. It is so different from the ordinary revisions that it is almost entitled to be called a new work. While the old lines have been followed numerous alterations have been made. There are comparatively few paragraphs that have not been entirely or partially rewritten. Facts have been restated and passages rearranged. Much matter has been discarded and other matter put in its place; yet so numerous have been the additions that the present edition contains above one hundred and fifty pages more than the one that preceded it. One of the improvements is an extended system of cross-references; a large number of illustrative references and quotations have been added. Though it does not set out to be a treatise on usage, there is one particular branch which is fairly complete. There are no anomalous grammatical forms belonging to the speech which are not here recorded, with an account of their origin. In tracing the history of disputed forms and phrases, the author has not attempted to lay down what in his opinion ought to be, but simply to point out what is, and how it came to be what it is. In the introductory chapter is treated the origin of the language; in Part I. the general history, and in Part II. the history of inflections. The author has shown remarkable skill in working the matter into readable form, so as to make it attractive even to those who are not specialists in language. The book is a good one for the teacher to have, as it will furnish concise answers to those questions about language that are continually arising. (Henry Holt & Co., New York.)

When one wishes to adopt a certain calling it is well to learn from a person of experience the requisites for success in it. It saves a great many mistakes and some disappointment. In recent years a wide field has been opened for the employment of young men in electrical engineering. Dr. T. O'Connor Sloane, a widely known writer and lecturer, has answered many questions that are likely to be asked in regard to the business in a little book on *How to Become a Successful Electrician*. He tells what the electrical engineer ought to know of mathematics, physics, and chemistry; how experimenting may be conducted at home; how far students may be benefited by factory work; gives hints on drawing, teachers, and college education; states what is required of the manufacturing engineer, the steam engineer, the constructing engineer, and the station engineer; and then considers such matters as inventing, original investigation, success, reading, and ethics. Any bright young man who is about to choose a calling ought to be able to tell to a certainty after reading this book whether he wishes to be an electrician. This book is very timely and, we believe, will be in large demand. (Norman W. Henley & Co., 132 Nassau street, N. Y.)

"Outlines of Herbart's Pedagogics" is the title of a new book that will be welcomed by teachers who desire to become acquainted with the educational ideas of the founder of scientific pedagogics. Ossian H. Lang is the author. He has labored five years to present the difficult subject so clearly and concisely that every teacher will derive lasting benefit from the reading of it. The result is a most interesting volume full of overflowing with good things for students of education. Those who are acquainted with Pestalozzi will be delighted to read how his thoughts have been developed by Herbart. Pestalozzi lacked scientific pre-

cision in giving his discoveries to the world and in consequence was misunderstood and misinterpreted. Herbart gave them lasting value by showing their true meaning and weaving them into his educational system. One must know the ideas of both men to get an insight into modern educational thought. (E. L. Kellogg & Co., New York and Chicago. 25 cents.)

The reign of Victoria has not been as prolific in writers as that of Elizabeth, yet it has had enough great writers to make it ever memorable in the annals of English literature. Next to Elizabeth's reign no other fifty-seven years of English history has seen so many writers of high merit. There were some men living yet at the beginning of Victoria's reign who had made the preceding reigns glorious, as Hunt, Wordsworth, Moore, Landor, Rogers, Campbell, and others. Then arose another race of writers, including the reviewers, such as Sydney Smith, Jeffrey, and Lockhart; the essayists, critics, historians, and other prose writers, as Carlyle, Mill, Newman, Macaulay, Ruskin; the novelists, as Dickens, George Eliot, Thackeray, Bulwer, and Reade; the poets, as Tennyson, Browning, Mrs. Browning, Matthew Arnold, Swinburne, etc. The history of this wonderful period of literary activity is well told by Mrs. Oliphant in her *Victorian Age of English Literature*. There is no branch we believe that she has slighted and no author, so far as we can judge, worthy of mention she has left out; indeed it might appear to an American that she has been too circumstantial, for there are those named that are scarcely known at all on this side of the water. The work is both biographical and critical and all the great movements that have had their influence on the literature are noted. This combination of biography, criticism, personal anecdote, and the discussion of the larger questions of the day makes the book particularly fascinating reading. (Lovell, Coryell & Co., New York. \$2.00.)

Advance sheets of a *Two-Book Course in Geography*, by Alex. E. Frye, the well-known teacher and author, have just been received. Both in talent and training Mr. Frye is fitted to prepare a work that will meet the needs of the schools. He is an interesting and graphic writer, is well acquainted with the needs of the schools, and has abundant enthusiasm for the work, which with him has been a life-work. He has found that radical changes in methods of teaching were not necessary; what he has done is to perfect, simplify, and adapt these methods to the requirements of the different localities, providing suitable maps and illustrations. In the preparation of these books he has had the benefit of discussions with teachers, superintendents, and geographical experts most interested in the work and best qualified to advise. One of the main features of the books is that the facts are skillfully grouped, are presented so that the mind will receive them with ease; the pupil will thus learn a great deal about geography, but have less memorizing than is usually the case. By means of descriptions interspersed with questions he leads the child up gradually to a conception of the leading facts of the science. Acquainted as Mr. Frye has become through years as teacher and superintendent with prevailing standards and courses of study, he has seen the necessity of making the books meet the requirements of the schools. Their introduction, therefore, will cause no revolution save in results. A novel feature is the introduction of two sets of maps, in the grammar school book, one for study and one for reference. These are as handsome as they could be made and accurate; relief maps are also extensively used. As much pains was spent in selecting the illustrations as in writing the text. The author examined over 50,000 photographs and saw that the engraver brought out the essential points. This was labor well spent, for we have scarcely ever

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seen a more attractive lot of illustrations. The work will be issued this summer, so that teachers will have ample time to examine it before the beginning of the next school year. (Ginn & Co., Boston.)

Algebra for Beginners, by W. F. Bradbury and G. C. Emery, is put forth to meet the call for a text-book so graded for beginners as to answer the requirements of the higher classes in grammar schools. It is believed that the pupil beginning the study will take more interest in it and make better progress, by having a text-book prepared especially for his needs, and covering only the subjects appropriate to them, than by using an elaborate treatise, containing matter much beyond his capacity. The main features of the book are the following: Few rules and definitions are given; the use of algebraic language is illustrated by numerous exercises; the elementary principles of algebra are made clear by the introduction of easy problems; in order to awaken the interest of the pupil the equation, its reduction and numerous problems are introduced at the very beginning of the book. In addition there are treated the four fundamental rules, fractions factoring, greatest common divisor, least common multiple, and theorems of development. The pupils who masters these will have laid a very solid foundation for future progress. (Thompson, Brown & Co., Boston and Chicago. 60 cents.)

In studying nature's wonders one cannot enter a more inviting field than that of insects. Too often in books on this subject the matter is rendered unattractive by many long scientific terms and a dry and labored style. In *Romance of the Insect World*, by L. N. Badenoch, the author has employed fancy and imagination as well as scientific knowledge in presenting the different phases of the subject; hence one can take up the book and read it with pleasure as well as profit. The different chapters relate to the metamorphosis of insects; food of insects; hermit homes; social homes; and the defences of insects, or, protection as derived from color. There is also a glossary in which scientific terms are fully and clearly explained. The illustrations by Margaret J. D. Badenoch and others, show the various phases of insect life. The teacher could obtain vast benefit and an increased enthusiasm for nature study by reading this book during the summer vacation and supplementing the reading with observation of the tiny inhabitants of earth and air. (Macmillan & Co., New York and London. \$1.25.)

A pretty good evidence of the value of William Henry P. Phyle's *Seven Thousand Words Often Mispronounced* is that it is in its third edition (twenty-fourth thousand). As enlarged the volume now contains more than 8600 words that have been found to give difficulty in pronunciation. The list is a carefully selected one, the aim being to include only such words as, through inherent difficulty or carelessness on the part of the speaker, are liable to be mispronounced. The number of proper names—about 2,500—is unusually large for a book of this kind. All words and phrases from foreign languages that might give trouble are presented. Each sound in each word is accurately represented. The system of marking words is practically that employed in Webster's and Worcester's unabridged dictionaries. Where several important pronunciations occur, the fact is indicated. Quotations are made from leading authorities, where these might

be valuable or interesting. From the points above given it will be seen that it is a valuable book for one to have who aims at correct pronunciation. (G. P. Putnam's Sons, New York and London.)

William M. Giffin, A. M., vice-principal of the Cook County normal school, has prepared a book entitled *Supplementary Work in Arithmetic*—lines, area, and percentage—the object of which is to give the pupil definite ideas in regard to arithmetical operations under these heads. In the first place he learns to judge of the length and proportions of lines and to perform elementary operations; then he learns to recognize the various plane figures he sees about him and to compute area, the problems given being of the most practical character; further, percentage is made plain by the use of lines and circles. The charts show lines, squares, etc. The plan here presented is that of a successful teacher who has tested every part in his own work; moreover it is worked out in an original manner. (A. Flanagan, Chicago.)

Although the first portfolio of *Wild Flowers of America* has been out only a very few days, letters of most cordial congratulation are pouring in from all parts of the continent, constituting a national ovation unparalleled in the history of popular publications.

Amongst the thousands of letters received, W. T. Harris, commissioner bureau of education, Washington, says: "I have examined the plates of the 'Wild Flowers of America' by G. H. Buek & Co. Nothing that has come under my notice is to be compared with this publication for the purpose of educating the people in a knowledge of botany. At least every school will place a set in its reference library. The publishers of this work seem to me to deserve the gratitude of all those interested in the study of botany. It is emphatically a work for home study."

Mr. Wm. L. Wilson, chairman committee ways and means, house of representatives, Washington, writes: Mr. Buek's illustration of the Wild Flowers of America is a happy idea, this plan of cheap serial publication is especially commendable, and puts the results of his patient and careful work within the reach of thousands, especially in our schools, who will be stimulated to a study and knowledge of American flora by the use of his plates."

Amos J. Cummings, chairman committee on naval affairs, house of representatives, writes: "The work of the Wild Flowers of America is most complete and accurate; the illustrations both in color and detail are true to nature, and the work is so comprehensive that I cannot too strongly express my commendation of it as a popular educator. It fills a long felt want, and for the first time places the native flowers of the United States within the means and reach of every man, woman, and child of our land."

Prof. Knowlton, botanist for the American government and Smithsonian institution, Washington, writing to G. H. Buek, the publisher, says: "While there are already a number of works in which a few of our more conspicuous or interesting plants are figured, there is none, so far as I know, that is so exhaustive as yours will be."

Readers of THE SCHOOL JOURNAL who are puzzled to know how to procure the "Wild Flowers of America" will find full explanation on page 571 of THE SCHOOL JOURNAL of May 25.

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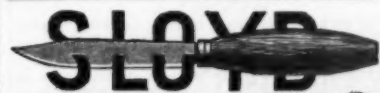
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The *Review of Reviews* for June gives the details of the projected "Historical Pilgrimage" which is to be begun at Philadelphia, July 28, 1894. The itinerary will include New York, Hartford, Boston, Salem, the Hudson river, and Trenton, and lectures will be given at the different points by specialists in American history. Attention is also called in this number of the *Review* to the work being done by Virginia women for the rescue of many of the historic shrines of the Old Dominion.

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The *Century* for June contains two articles particularly appropriate to the current discussion of administrative reforms. The first is a symposium of eleven ex ministers of the United States on "The Consular Service and the Spoils System," ten of the writers being strongly in favor of a radical change in the direction of the Merit System. The eleventh, Hon. T. W. Palmer, is alone in thinking that the present system has worked very well. The second—a paper by Dr. Albert Shaw, author of previous papers in the *Century* on the governments of Paris, London, Glasgow, Budapest, and other European cities—deals with "The Municipal Framework of German Cities," and is the forerunner of a second paper to appear in July on "What German Municipalities do for their Citizens." This article, coming in the midst of a widespread and current interest in municipal reform, is likely to receive much attention, written as it is by a careful observer and recognized authority on the subject.

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